

PACIFIC OAKS COLLEGE

**2003 – 2004**  
CATALOG

VALENTINE'S CHAIR



PACIFIC OAKS COLLEGE  
Pasadena • Northwest • Northern California

## PACIFIC OAKS COLLEGE

### Pasadena

5 Westmoreland Place  
Pasadena, CA 91103  
(626) 397-1349 or (800) 684-0900

Spring, Summer and Fall Class Schedules with  
dates, times and locations may be obtained from  
the Admissions Office.

### Distance Learning

Pacific Oaks College  
5 Westmoreland Place  
Pasadena, CA 91103  
(626) 397-1320 or (800) 613-0300

### Northwest

1403 34th Avenue  
Seattle, WA 98122  
(206) 325-PONW (7669)

### Northern California

1515 Webster Street  
Oakland, CA 94612  
(510) 622-8130

South San Joaquin Valley (Visalia)  
16121 Mustang Dr.  
Springville, CA 93265  
(559) 539-0231

### Website

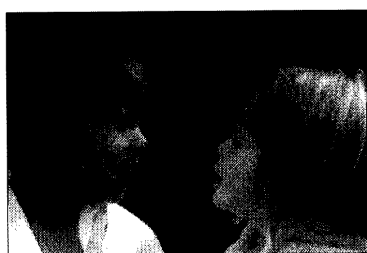
[www.pacificoaks.edu](http://www.pacificoaks.edu)



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Carolyn H. Denham

Pacific Oaks is an independent institution of learning influenced by its Quaker heritage and dedicated to principles of social justice, respect for diversity, and the valuing of the uniqueness of each person. Its primary focus is placed upon all needs of young children and their families, and all those who, in a direct or indirect manner, touch their lives each day.

Education at Pacific Oaks includes academic, research, clinical, and community outreach components to develop an understanding of those settings within which a child acts and which, in turn, affect a child's development. Pacific Oaks promotes educational practices within the institution, profession and public schools that encourage learners to find their own voices, to take stands in the face of opposition, and to exercise competence in collaboration with others.

*Approved by the Board of Trustees  
December 6th, 1986*

*Reaffirmed by the Board of  
Trustees February, 2001*

*"The root of the word education is educare, which means to lead forth or to bring out something which is potentially present. Real education consists in drawing the best out of yourself."*

Gandhi

Pacific Oaks College is a unique place. We are the only college on the West Coast solely committed to preparing students for careers in early childhood education. The spirit of Pacific Oaks is derived from our mission to meet the needs of young children and their families and to recognize each individual's uniqueness and value.

At Pacific Oaks, college students are central. Students get to know their teachers and each other in small classes. Our faculty listen empathetically to our students and build our curriculum around them. Students at Pacific Oaks learn how to recognize the individuality of the children they will teach, the families they will counsel and how to find their own voices. We are here to listen.

Our curriculum provides a foundation for a variety of helping professions. The training we

offer empowers you to become a highly effective teacher, counselor, administrator or leader in the human services profession of your choice. Pacific Oaks prepares teachers to work in elementary schools and early childhood professionals to work with infants, toddlers and preschool children. We prepare marriage and family therapists to work with children and families, with particular attention to the mental health needs of the Latina/Latino community.

My vision for Pacific Oaks College is built upon its existing strength and values. My work is to communicate them to a broader audience. As you explore the programs and courses offered within this catalogue, keep in mind that your personal development, intellectual enrichment, and acquisition of skills can be magic in the lives of children and their families.

Sincerely,

A handwritten signature in cursive script that reads "Carolyn Denham".

Carolyn H. Denham, Ph.D.  
President

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**"What I'm constantly impressed about is how much we have accomplished on issues relating to diversity. Ours is a very progressive stance and I think our students benefit from it tremendously."**

---

*Renatta Cooper*

*Director, Jones/Prescott Institute*

*Pacific Oaks College*



Pacific Oaks is accredited by the Western Association of Schools and Colleges. As a Quaker-founded institution, Pacific Oaks has traditionally sought in its student body: diversity in age and in racial, ethnic, economic, and social background. Our policies in admission and other areas are non-discriminatory regarding race, gender, religion, ethnicity, physical ability, sexual orientation, or age.

Students may review institutional accreditation and/or licenses in the College President's Office at 5 Westmoreland Place during normal working hours, or by contacting WASC at:

Western Association of Schools and Colleges  
985 Atlantic Ave., Suite 100  
Alameda, CA 94501  
(510) 748-9001

### Note to Pacific Oaks Northwest (Seattle)

**Students** Pacific Oaks College is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. Pacific Oaks College is authorized to offer a B.A. and M.A. in Human Development. In addition, it offers a Teacher Education program leading to Washington State certification endorsements in Elementary K-8 Education. Academic programs of study at Pacific Oaks College Northwest (PONW) are approved by the Higher Education Coordinating Board's State Approving Agency for the enrollment of persons eligible to receive benefits under Title 38 and Title 10, U.S. Code.

Any person desiring information about the requirements, the act or the applicability of these requirements to the institution may contact the board office at 917 Lakeridge Way, P.O. Box 43430, Olympia, WA 98504-3430, Attn: Degree Authorization Agency.

Pacific Oaks is in compliance with Title II recording and reporting expectations. Specific information regarding the Title II Report can be obtained through PONW.

**Note:** This campus will close effective July, 2004. Persons in the Northwest interested in attending Pacific Oaks should consider our Distance Learning program.

**Schedules of Classes** are published as follows:

- *Spring:* Weeklong, Weekday, Weekend and Online Classes
- *Summer and Fall:* Weeklong, Weekday, Weekend and Online Classes

Class schedules may be obtained from College Records at (626) 397-1342 or (800) 303-1342. Please call the Office of Admissions at (626) 397-1349 or (800) 684-0900 to obtain admissions information.



*Pacific Oaks' graduating class of 2002.*

**Notice** Students will adhere to the requirements and programs outlined in the catalog of the academic year in which they're admitted. Students who interrupt their programs for five or more years will adhere to the catalog of the academic year in which they're readmitted.

The requirements, programs, class offerings, fees, policies, and all other subjects covered in this publication may be changed without notice. Users of this publication should contact Pacific Oaks representatives to learn the current status of matters covered herein. Pacific Oaks assumes no responsibility for any damages which may be claimed to have resulted from such changes.

Pacific Oaks, located on three campuses in Pasadena, California, Seattle, Washington, and Oakland, California, is a unique educational institution offering upper division and graduate-level college programs in human development and counseling, teaching credentials, a children's school serving infants through primary age children and their parents, and a sponsored research program supporting applied research in early childhood education.

Three basic concepts underlie the educational philosophy of Pacific Oaks: that growth is a dynamic and life-long process; that every individual has a fundamental worth; and that each person, no matter how young or old, has a unique identity and human potential which they contribute to the lives of all those with whom they come in contact.

Pacific Oaks was founded as a community education center and nursery school by seven Quaker families in 1945. The School quickly grew under the leadership of Molly Morgenroth and Evangeline Burgess as word spread that there was a place in Pasadena where children were valued as individuals. The teacher education aspect of Pacific Oaks grew out of the need to train teachers for the expanding nursery school. Today, over 200 families and 40 teachers have joined our inclusive community where each individual is provided with an opportunity to learn and contribute in an environment of acceptance.

In 1959, continued expansion led to accredited B.A. and M.A. degree programs in Human Development. These degrees are granted in Human Development rather than Education because we believe that a teacher must know the whole life continuum to understand her/himself and her/his students. Today, our programs serve not only educators, but persons working in other helping professions, including counseling and other human service fields.

The style of learning emphasized at Pacific Oaks is unique. In most colleges, a teacher lectures, students take notes and learning is evaluated by examination. We have a different approach. Pacific Oaks students are encouraged to work together and to learn from each other. The faculty works with students to help each individual obtain an education that meets personal needs. At Pacific Oaks, the process of learning is valued as much as what is learned.

Experiential learning, that is, learning by doing, is at the heart of Pacific Oaks' curriculum for adults as well as for children. We believe that both theory and practice are learned through action and interaction, and we encourage students to value doing as well as talking, reading and writing. In recognition of our unique teaching/learning pedagogy, Pacific Oaks received a Special Commendation for

Distinguished Achievement in Undergraduate Education from the American Association of Colleges and Universities.

The Children's School also has grown to include the Infant/Toddler, Two-Year-Old, Three-and Four-Year Old, Prekindergarten, Kindergarten, Child Care, and After-School programs.

Pacific Oaks' anti-bias commitment applies to all areas of discrimination, including that based upon race, ethnicity, class, sexual orientation, gender, age and physical ability. We expect respect to be shown towards persons in all categories, both generally and as individuals. Respect, in interactive classes drawing on the rich experience of the faculty and students alike, includes honoring the confidentiality of personal experiences shared in class discussion.

We ask that all members of the Pacific Oaks community be willing to engage actively in thought, discussion, and change as we all learn about the nature, dynamics and impact of bias and oppression and the ways in which theories, practices and institutions are oppressive. It is important that we be willing to risk growing and changing together rather than clinging to old theories and practices simply because they are familiar and comfortable.

For further information about College programs, please contact:

Office of Admissions  
5 Westmoreland Place  
Pasadena, CA 91103  
(626) 397-1349 or (800) 684-0900

For further information about Children's programs, please contact:

Children's School  
714 West California Boulevard  
Pasadena, CA 91105  
(626) 397-1363

For further information about Extension, please contact:

Extended Education and Community Service  
5 Westmoreland Place  
Pasadena, CA 91103  
(626) 397-1391

## OVERVIEW OF PROGRAMS

Pacific Oaks College offers upper division classes leading to a B.A. degree in Human Development; courses of study leading to two teaching credentials: Multiple Subject Teaching Credential and Education Specialist Credential (Mild/Moderate Disabilities); graduate courses leading to two M.A. degrees: Human Development and Marriage, Family and Child Counseling; and a Post-Graduate Certificate program.

**Our students at the College are learning to take their place as highly effective teachers, administrators and counselors — leaders in their field.**

**Our Children's School is teaching youngsters to be peacemakers, conflict resolvers and decision-makers. They are our future — a well-informed responsible, concerned citizenry.**

The B.A. in Human Development offers an upper division program focused on young children, their families, and the social contexts in which development takes place. Field experience or practicum in the Pacific Oaks Children's School is often a part of the B.A. program. Students interested in public school teaching may become fully admitted to a credential program upon completion of core B.A. requirements.

Specializations are optional areas of focus which are designed for students who have a specific interest in one of the areas outlined below. Some specializations are available only in Pasadena.

The College offers six specializations at the B.A. level: Art Education, Child Care, Developmental Education, Early Childhood Education, ECE sub-specialization in Play, Language and Literacy, Human Development and Social Change; Lactation Consultant and Work with Infants and Toddlers. Students may also, in cooperation with their advisor, design a study program directly meeting their needs and interests.

The Admission By Life/Work Experience admissions option at the B.A. level offers students an opportunity to document, through presentations and papers, up to 30 units based on their learning from life experiences.

The M.A. in Human Development is offered for the preparation of leadership personnel in professions serving young children and their families. The degree is awarded on the basis of demonstrated competence in human development, knowledge of the social and political contexts of development, communication skills, integration of theory into practice and research. A Master's project, which is an original contribution to knowledge and understanding based on field experience, is required for the degree. Students interested in public school teaching may enroll simultaneously in a credential program.

The Admission By Life/Work Experience option at the M.A. level offers students an opportunity to document competence equivalent to a B.A. degree from Pacific Oaks to begin graduate studies. This must be in conjunction with either the M.A. in Human Development or the M.A. in Marriage, Family and Child Counseling.

The option to do a specialization in the M.A. in Human Development is also available. The specializations are: Art Education; Bicultural Development; Child Care; Developmental Education; Early Childhood Education; Human Development and Social Change; Work with Infants and Toddlers; Social and Human Services; and Leadership in Education and Human Services: Administration/Supervision, College Teaching/Teaching Adults, and Parent/Community Work.

The M.A. in Marriage, Family and Child Counseling expands the students' competencies in counseling families with young children, providing students with the educational qualifications for the California MFT License. A specialization in Latino/a Family Studies is offered in a cohort format.

Pacific Oaks offers two California teaching credentials: the Preliminary California Multiple Subject English Learner Credential (elementary) and the Education Specialist Credential (Mild/Moderate) Level I and Level II (pending state approval for Level II).

The academic year includes two semesters, Fall and Spring; two time frames, Weekday and Weekend; several locations; online courses; and a six-week Summer Session. One week sessions are also offered within each semester in Pasadena and Seattle, and in June in Northern California.

The Pasadena campus of Pacific Oaks is located on three beautiful, tree-shaded sites in the heart of historic Pasadena. The craftsman-style bungalows and modern office buildings of these campuses provide an idyllic, serene setting for our students. Only a half-mile from Old Town Pasadena, Pacific Oaks is surrounded by cultural resources: the Norton Simon Museum of Art, the Huntington Library and Art Gallery, the Gamble House and the Pacific Asia Museum.

The Pacific Oaks Pasadena campus offers classes during Fall, Spring and Summer semesters. Our convenient evening and weekend class schedules make it possible to earn your degree no matter where you live in Southern California. As a convenience for those who travel a distance, some weekend classes are scheduled all day over three weekends during the semester. In addition, weeklong classes are offered within each semester.

Pacific Oaks Northwest, located in Seattle, Washington, offers classes leading to the B.A. and M.A. in Human Development, as well as a Teacher Education program. (Not all B.A. and M.A. specializations are offered at this site.) Weekend classes are offered in Seattle and other Northwest sites. Seattle also offers weeklong classes in January and July and 2–3 Friday classes each year. Note: The Pacific Oaks Northwest campus will be closed effective July 2004. Persons in the Northwest interested in degrees from Pacific Oaks should consider our Distance Learning program.

Pacific Oaks Northern California, housed in the historic YWCA building in downtown Oakland, offers classes leading to the B.A. and M.A. in Human Development. Classes are offered on weekends during the Fall and Spring semesters, with weeklong classes offered in June. Two or more classes in Human Development are also offered each year in the southern San Joaquin Valley, meeting in Visalia. Some of the optional specializations are available at these sites.

Pacific Oaks Distance Learning, offering classes online, extends access to the B.A. and M.A. in Human Development to students nationwide and around the world. Most online classes last for 10 weeks in fall and spring semesters; 4-week modules are scheduled in September, January, April/May, and June. The classes available at a distance are the same classes offered on campus, and most specializations are available through Distance Learning. All Distance Learning degree students must spend a minimum of two weeks in classes on any Pacific Oaks campus.

For students interested in seeking the California Child Development permit, Pacific Oaks has been approved as an accredited site to offer high quality curriculum and training opportunities for students to qualify for each level of the permit. There are six levels to the Permit structure. Normally, bachelor students would enroll in any of the first three levels: Child Development Assistant Permit, Child Development Associate Teacher Permit, or the Child Development Teacher Permit. The last three levels may be more appropriate for master's degree students: Child Development Master Teacher Permit, Child Development Site Supervisor Permit, or the Child Development Program Director Permit. Pacific Oaks offers courses and facilitates some experience to help students qualify for the permits. Pacific Oaks will then review transcripts, course content and direct experience, and recommend candidates for the appropriate permit, usually in combination with a degree program. Students interested in the Child Development Permit must apply to the program through the Admissions Office. Students are required to meet with their advisor to identify appropriate classes to take. Specific course and fieldwork requirements will be outlined in an advising session with the assigned advisor. ■

## CURRICULUM PHILOSOPHY

The curriculum in Human Development, Marriage, Family and Child Counseling, and the Teacher Education programs is organized around five areas in which students are expected to be competent. The competencies are:

- Understanding of developmental theories.
- Understanding and valuing diversity, including an anti-bias approach.
- Ability to implement theories and empower others.
- Ability to communicate with others in a connective way.
- Ability to collect, process, and evaluate data through research.

Each of these competencies, except research, has a required approach class. These classes introduce active learning, as well as subject areas. Since the approach classes will also help students define their own areas of interest and learning needs, these classes should be taken early in a student's program at Pacific Oaks.

One level of approach classes is offered for B.A., M.A., and post-baccalaureate students who enter Pacific Oaks with beginning knowledge in a competence area. A second level of approach classes is offered for M.A. and post-baccalaureate students who enter Pacific Oaks with advanced knowledge in a competence area. The second level of approach classes may also be used as electives for M.A. and post-baccalaureate students in most programs.

All students must consult with their advisor regarding choice of classes when enrolling. The criteria to consider are listed on page 11 for B.A. students and page 15 for M.A. students.



*Martha Clark, Human Development faculty, ABLE Coordinator.*



## ADMISSION FOR DEGREE, CERTIFICATE, PERMIT AND TEACHER EDUCATION PROGRAMS

### UNDERGRADUATE ADMISSION

#### ■ TRADITIONAL ADMISSION

Pacific Oaks offers only upper division courses at the undergraduate level. Applicants for the B.A. degree in Human Development must have a minimum of 70 semester units of transferable courses from accredited two- or four-year institutions. In addition, applicants must be able to critically analyze literature and situations, and possess strong oral and written expression skills. Consideration will be given to the potential to succeed in an experiential academic program.

#### ■ ADMISSION BY LIFE/WORK EXPERIENCE (ABLE)

To be considered for admission to the B.A. through the ABLE option, a student must:

1. have completed 60 semester units of college credit, including general education requirements, and completion of high school or GED,
2. be 30 years of age or older,
3. have 3 or more years of professional-level work in a human services position, and
4. have the ability to conceptualize about their experience and communicate this conceptualization.

Students are admitted provisionally by interview and will be considered for full admission upon successful completion of the one-unit Assessment of Experience class and all general education requirements.

Assessment of Experience must be taken in the first semester in which it is offered following provisional admission. Students not completing the Assessment class may not enroll in further Pacific Oaks course work until the class is completed unless they change to traditional admission. (This requires consent of the ABLE Coordinator and a Change of Program filed with the Admissions Office.)

Students admitted to the B.A. degree program through the ABLE option may demonstrate competency (DC) equivalent to a maximum of 30 DC units through the assessment process. Documentation requires written and oral analysis of one's work or other life experience.

The documented units are recorded on the transcript with appropriate titles and are paid for at the current assessment fee rate. Units must be paid for by the completion of the Assessment of Experience class or according to a prearranged payment plan in order to enroll for the following term.

B.A. students admitted through the ABLE option may accumulate a maximum of 90 transfer and documented competency units. The student is required to complete 34 units of regular Pacific Oaks course work, including all B.A. degree requirements listed on

page 11. HD 298 Assessment of Experience counts as 1 unit towards the B.A.

It is recommended that students take only HD 298 Assessment of Experience in their first semester whenever possible. Since Assessment of Experience counts as 1 unit toward the B.A., students applying for financial aid may not be eligible for aid during their first semester. Financial aid will be granted for regular classes, including the Assessment class, but not for payment of the documented units in the Assessment class. Please consult your advisor and financial aid counselor if you are applying for financial aid.

#### ■ GENERAL EDUCATION TRANSFER REQUIREMENTS

Transfer requirements for traditional admission to the B.A. degree program include completion of a minimum of 70 semester units with a grade of "C" or higher (a minimum of 60 units through the ABLE option). Only courses taken at colleges and universities accredited by regional commissions will be accepted. Please check with your transfer center to see if an articulation agreement is in place to assist you in selecting acceptable courses for transfer. The Pacific Oaks Director of Registration and Records determines whether or not a course is acceptable.

Applicants short of general education requirements may take CLEP (College Level Exam Program) tests to acquire units. A maximum of 30 units may transfer.

In addition to external transfer opportunities outlined above, applicants may transfer Pacific Oaks Extended Education courses to earn a maximum of 30 upper division transfer units. This would include Pacific Oaks Drug and Alcohol Studies courses and course credit awarded by portfolio assessment through the national CDA certification program (see page 29).

Contact the Admissions Office at (626) 397-1349 or (800) 684-0900 for more information on the above.

Transfer credits need to be in four basic content areas as follows:

1. **Oral and Written Expression** A minimum of nine semester units including English Composition\*. Additional courses may include: Creative Writing, English or American Literature, Journalism, Early Childhood Language Arts, Logic, Critical Thinking, Speech/Communication, Foreign Language (introductory level—1st–2nd semester or 1st–3rd quarter), and American Sign Language.
2. **Science and Math** A minimum of nine semester units to include at least one course\* from Astronomy, Biology, Chemistry, Physics, Ecology, Geology, Math (College Algebra or higher), Physical Anthropology, Physical Geography, Physiological Psychology, Nutrition, Statistics, Symbolic Logic, and Zoology. Additional courses

may include Accounting, Business Math, Computer Science, First Aid, Math/Science for Children, and Health Education.

**3. Social Sciences** A minimum of nine semester units including required courses in Introductory Psychology\* and either Introductory Sociology or Cultural Anthropology\*. Additional courses may include: theoretical Early Childhood Education/Child Development courses, Political History, Political Science, Linguistics, Psychology, Social Geography, Sociology, and U.S. History.

**4. Humanities and the Arts** A minimum of nine semester units to include at least one course\* from Art History, Foreign Language (Advanced: 4th semester or 5th quarter and beyond), Literature, Music Theory or History, Philosophy, Comparative Religion and Theater History. Additional courses may include: Drama, Children's Literature, Foreign Language (Intermediate: 3rd semester or 4th quarter), Music or Art for Children, Performance, Studio Art courses, and Ethnic/Cultural History.

**5. Electives** Additional units may be transferred from Early Childhood Education/Child Development, Physical Education Activity (4 units maximum) or other transferable courses not listed in areas 1–4 above.

\*A minimum of 3 semester or 4 quarter units will meet a specific course requirement.

Note: A maximum of 3 units of early childhood education/child development courses will be credited toward the 9-unit requirement in content areas 1, 2 and 4 above.

Courses not accepted for transfer include the following courses:

- remedial courses
- applied business courses
- orientation courses
- sectarian religious courses
- vocational courses
- library courses
- secretarial courses
- word/data processing courses

If a student has 15 units or more in any one general education area, and less than nine in another, three units will be waived in the deficit area. This may be done on a one-time basis only. The Director of Registration and Records is the one who officially makes this transfer.

Applicants may earn up to 76 lower division semester units of classes listed under the four basic areas and acceptable electives. Additional upper division units may be awarded up to a maximum of 94 units.

Proof of B.A. degree or completion of 60 transferable semester units is required for all admissions.

### Options for Earning Additional Transferable Units

Applicants who meet all admission transfer requirements and have more than 76 lower division units will be awarded up to 18 additional transferable units if any of the following criteria are met:

1. Completed 24 or more units at a four-year college(s), with no distinction made as to upper or lower division status;
2. Completed at least 18 units (beyond the basic general education requirements) in child development or early childhood education;
3. Completed at least 18 units (beyond the basic general education requirements) in Psychology, Sociology or Anthropology;
4. Completed at least 15 units in each of three of the four general education content areas: Oral/Written Expression, Science/Math, Social Science or Humanities/Arts.

Units in items #2–4 above may be taken at either a community college or a four-year institution.

A maximum of 94 units may be transferred into the traditional B.A. degree program. M.A. applicants using the ABLE option may transfer only upper division units beyond 94.

### Transcript Evaluations

Transcript evaluations are available for a fee of \$25 (which is applicable toward the \$55 admission application fee.) Official transcripts should be sent directly from all colleges attended to the Admissions Office, or submitted by the individual in a sealed envelope from the college of origin.

Prospective students may request a free transfer credit estimate based on unofficial transcripts by appointment with an admissions counselor. Please call (626) 397-1349 or (800) 684-0900 outside the Los Angeles area.



*Najah S. Shabazz poses with grandson at graduation.*



## GRADUATE ADMISSION

### ■ TRADITIONAL ADMISSION

Applicants for Pacific Oaks graduate degrees, the M.A. in Human Development and the M.A. in Marriage, Family, Child Counseling, must have an earned B.A. degree from a regionally accredited college or university. In addition, applicants must be able to critically analyze literature and situations at a graduate level, and possess strong oral and written expression skills. Consideration will be given to the potential to succeed in an experiential academic program.

### ■ ADMISSION BY LIFE/WORK EXPERIENCE (ABLE)

To be considered for admission to either M.A. degree through the ABLE option, students must:

1. have completed at least two full years (60 semester units) of college credit, including the required general education transfer requirements (see page 6), and completion of high school or GED,
2. not have a Bachelor's degree,
3. be 35 years of age or older,
4. have five or more years of leadership/professional-level work experience in a human services position, assuming increased responsibilities during this time and demonstrating the ability to function effectively in a complex setting,
5. demonstrate clear-cut ability to provide leadership to a professional field, and/or peers, and/or community,
6. have the ability to conceptualize and theorize about their work and their understanding of human development and to communicate this conceptualization.

Students are admitted provisionally by interview. They will be considered for full admission upon successful completion of the one-unit Assessment of Experience class and all general education requirements. Assessment of Experience must be taken during the first semester in which it is offered following provisional admission. Students not completing the Assessment class may not enroll in further Pacific Oaks course work until the class is completed unless they change to B.A. traditional admission. This requires consent of the ABLE Coordinator and a Change of Program filed with the Admissions Office.

Students admitted via the ABLE option to the B.A. must petition the Admissions Committee to change to the M.A. option. Students who are receiving financial aid may face major changes in their financial aid award should the petition be approved. Any student considering such a switch must talk with a Financial Aid counselor before initiating any change.

Students admitted to the M.A. program through the ABLE option document 30 upper division undergraduate units through the assessment process.

In HD 298, the Assessment of Experience course, students document that their life/work experience has given them knowledge and skills equivalent to a B.A. in Human Development from Pacific Oaks.

Competencies to be demonstrated in the Assessment of Experience class are:

1. DC 401 Early Years Theory
2. DC 402 Later Years Theory
3. DC 403 Constraints on Human Development
4. DC 404 Work with Behavioral Data
5. DC 405 Sensory Experiences
6. DC 406 Working with Adults

Documented Competency units must be paid for by the completion of the Assessment of Experience class or according to a prearranged payment plan in order to enroll for the following term.

Documented Competencies will appear as units on the student's transcript. Students do not earn a B.A. degree. The degree requirement is waived on the basis of documented experience, and the student is admitted directly into graduate standing.

The total number of Pacific Oaks units that a M.A. in Human Development student admitted through ABLE must complete to earn his/her degree is determined by the following formula:

# OF UNITS TRANSFERRED TO PACIFIC OAKS	MINIMUM # OF UNITS TO COMPLETE AT PACIFIC OAKS*
60	42
80	39
100	36
120 or more	33

\*Completion of some specializations within the degree program may require additional units. Completion of the M.A. in Marriage, Family and Child Counseling degree program will require a minimum of 49 units of course work. (Units are in addition to the 30 units documented through the Assessment of Experience class.)

Required graduate units include one unit for the Assessment of Experience class.

Students follow curriculum requirements for the M.A. degrees and specializations in which they are enrolled.

### ■ ADMISSION BY FOREIGN BACCALAUREATE

Some Baccalaureates earned in other countries are not considered equivalent to a U.S. Bachelor's degree. Pacific Oaks offers an admission option to help those students who received only three years of undergraduate degree credit. We will evaluate students' courses to determine what is needed to complete our general education requirements. Once those are met and the student has a total of

120 semester credits, she/he can begin taking courses in our graduate programs in Human Development or Marriage, Family, Child Counseling.

## ■ GRADUATE ADMISSION FOR PACIFIC OAKS B.A. STUDENTS

Pacific Oaks B.A. students applying for a Pacific Oaks Master's degree must have completed their B.A. degree or be fully admitted to the B.A. degree program, have applied for graduation through College Records, be enrolled in their final semester, and be within 6 units of completing the B.A. degree.

## ADMISSION TO TEACHER EDUCATION PROGRAMS

### California

Upon application to the Teacher Education Program, students choose whether they want the Education Specialist Credential (Mild Moderate) or the Multiple Subject English Learner (MSEL) Teaching Credential (Part-Time Strand or Intensive Strand). Students can also complete both credentials simultaneously.

Applicants can be admitted to any of the Teacher Education programs only after the California Basic Educational Skills Test (CBEST) is passed. Until then, applicants are admitted to degree programs only. A student may be admitted to the Teacher Education Program as a B.A. or M.A. student, as a B.A. student admitted through the ABLE option, or as a post B.A. student enrolled only in the credential program.

Note: Applicants with a California B.A. degree in Education may not be admitted to a credential program by CCTC regulations.

Admission to the Preliminary Level I Education Specialist Credential may occur concurrently with either the B.A. or M.A. degree program. To be eligible, applicants must have passed CBEST. Admission to the Professional Level II Education Specialist Credential requires an interview with a Special Education advisor. The SB57 Early Completion option will be available beginning Fall '03.

## ADMISSION TO THE INTENSIVE STRAND AS AN INTERN CREDENTIAL CANDIDATE:

To be admitted as an Intern, and to earn an Intern Credential while completing this program, candidates must have the following requirements met upon admission:

- An earned B.A
- CBEST
- Subject matter competency through CSET or university waiver
- Certificate of Clearance (fingerprints)
- U.S. Constitution Competency
- Evidence of full-time employment in a public elementary school

## Washington

A B.A. is required for admission to our M.A./K-8 Teacher Certification program. For more information regarding these programs, contact the PONW Teacher Education Department at (206) 325-7669, ext. 13.

Note: This program will not be offered beyond the 2003-2004 Academic Year.

## ADMISSION TO THE MFCC PROGRAM

As part of the admissions process, an admissions interview will be scheduled with MFCC faculty. Students are provisionally admitted to the program with a review for full admissions following the completion of 18 units.

## ADMISSION TO THE POST GRADUATE CERTIFICATE PROGRAM

To apply for admission to the Post Graduate Certificate Program, applicants must hold a Master's degree from a regionally accredited institution and work in the area of human services. Admission is granted based upon the applicant's development of an individual plan to meet the areas of competency and to meet her/his own individual interests.

## INTERNATIONAL STUDENT ADMISSION

International applicants must have non-U.S. transcripts evaluated by the International Education Research Foundation before the transcripts can be used to determine admission. Order forms for this service can be obtained from Admissions and fees must be paid by the applicant. If an evaluation from a service other than that named above has been done prior to application, check with Admissions to determine whether or not it may be used.

All international applicants for whom English is a second language, with the exception of applicants who have an undergraduate degree from an English language university, must take the **international** Test of English as a Foreign language (TOEFL) and have the scores sent directly to the Admissions Office. A score of 213 or above on Computer-based TOEFL is required for admissions. Scores may be no more than two years old.

All international applicants must have an admissions interview in person or by phone prior to admissions. The Admissions Office will contact applicants regarding the interview when the applicant's file is complete. International students who are requesting to transfer from another U.S. institution must submit a letter from the international student advisor stating the student is in good standing with the institution.

Applicants must submit an International Student Application and an International Student Financial Statement and supporting documents in addition to the Admissions Application. Contact the Admissions Office to obtain these forms. International applicants must meet application deadlines. International students are not eligible for institutional financial aid.



When an international student is admitted, a letter of admission and an I-20 form is sent to the student. The student must take these to the nearest U.S. Embassy or Consulate in order to receive an international student visa. This should be done as soon as possible to ensure entrance to the U.S. in time to matriculate for the student's desired term.

All international students are subject to federal government regulations.

### MATRICULATION POLICY

Students admitted/readmitted for Summer 2002, Fall 2002 and Spring 2003 will be governed by this catalog.

### NON-MATRICULATING STUDENT STATUS

College classes may be taken on a space available basis. Apply as a non-matriculating student by contacting the Admissions Office at (626) 397-1349 or (800) 684-0900. Applicants must be high school graduates or have a GED.

### APPLICATION DEADLINES

Meeting the following application and financial aid deadlines will ensure admissions review for the desired semester. Application deadlines are more flexible for the Northern California campus. Applications not reviewed for the desired term will be reviewed for the following term.

Institutional Grants and Scholarship Eligibility (Summer/Fall/Spring) and Fall priority admission review	
	April 15
Summer Semester:	April 15
Fall Semester:	June 1
Spring Semester:	October 1

All application materials and the fee must be submitted by the above dates. When possible, the College will continue to review applications after these dates. Applicants may expect to be notified of a decision approximately six weeks after the file is complete. Admissions decisions cannot be appealed.

For an application and/or further information, contact the Admissions Office at (626) 397-1349 or (800) 684-0900 outside the Los Angeles Area.

### READMISSION

Students applying for readmission (those not enrolled for five or more years) must complete all current program requirements and register for a minimum of 6 units.

### FINANCIAL AID

Pacific Oaks awards financial aid to admitted degree or credential students in accordance with a federally established policy based upon the belief that the student and her/his family are the primary and responsible source for funds to meet educational costs. Financial aid is available to fill the gap between potential resources (parents' contribution, student's and spouse's income, savings, etc.) and expenses. The amount of financial aid is determined by careful evaluation of a student's total financial strength, including income, size of family, allowable expenses and assets.

Pacific Oaks participates in all applicable Federal and State Financial Aid programs, as well as awarding limited amounts of privately donated funds. Students are eligible for Federal funds at Pacific Oaks College if they: 1) are citizens or permanent residents of the United States; 2) are accepted to or in good academic standing in a degree program. Students must be enrolled at least half-time (defined as 6 units per semester for undergraduate students and 4 units per semester for graduate students) in order to be eligible for aid. There may be additional requirements depending upon the specific program.

Note: Aid covers regular college classes only. It is not available for Extended Education classes or for units documented through the ABLE Assessment Process. A special payment plan for ABLE charges is available.

**Application Deadlines** All financial aid forms must have been received by the Financial Aid Office by the following priority deadline dates in order to ensure timely processing of financial aid requests.

April 15	Summer Session
April 15	Fall Semester
October 1	Spring Semester

(These are also the admission deadlines for Financial Aid Applicants)

**APPLICATIONS WILL BE ACCEPTED AFTER THE DEADLINE DATE BUT INSTITUTIONAL SCHOLARSHIP AID CANNOT BE GUARANTEED.** If you miss a deadline, please contact the Business Office at (626) 397-1311 or (800) 699-1311, *before* the first day of class to make tuition payment arrangements.

You must re-apply for financial aid *every* year. Financial Aid applications are available every January. Students are strongly encouraged to apply early in order to meet the deadlines noted above.

### SOURCES OF FINANCIAL AID

The following is a list of some of the primary sources of financial aid to students. Information regarding eligibility requirements and application procedures are available in the Financial Aid Office.

#### Federal Aid

**Pell Grant** Entitlement grant program from the Federal government for students with high financial need. Students must be undergraduates working on their first undergraduate degree. Awards range from \$200 to \$4,000 per academic year.

**Supplemental Education Grant Program (SEOG)** Grant program for undergraduate students with exceptionally high financial need. (Priority given to Pell Grant recipients.)

**Perkins Student Loans** 5% long-term repayment program available to students with exceptional need. Awards range from \$500 to \$3,000 per academic year. Repayment begins 9 months after graduating or termination of at least half-time status, with minimum repayment of \$30 per month.

**Stafford Student Loan** Variable rate long-term repayment loan program with 8.75% interest cap, provided through private lenders such as banks, credit unions, and savings and loan associations. Loan amount is based on student need with a maximum of \$5,500 (undergraduate) or \$8,500 (graduate). Note: Repayment of Stafford Loans does not begin until 6 months after a student graduates, drops below 1/2-time status, or leaves school. Interest is paid by the Federal government while student is in school.

**Unsubsidized Stafford Loans** Variable rate loan with cap of 8.75% interest, provided by private lender such as banks, credit unions, and savings and loan associations. Interest accrues immediately and is payable 60 days after receipt of final disbursement. Loan amount is a maximum of \$5,000/undergraduates and \$10,000/graduates. Note: Repayment of Stafford Loans does not begin until 6 months after a student graduates, drops below 1/2-time, or leaves school.

**PLUS Loan** Variable rate loans with a cap of 10% for the PLUS (Parent Loans for Undergraduate Students) Loan, available through private lending institutions. Note: Interest accrues immediately and repayment begins 60 days after receipt of the last disbursement of funds.

**Federal Work Study** Provides opportunities for part-time employment and is awarded on the basis of need and availability of employment opportunities. Students can earn from \$9 to \$12/hour. These jobs assist in reducing the amount a student may need to borrow, as well as defray living expenses. Awards range from \$3,000 to \$5,000 per academic year.

## State Aid

**Cal Grants** Established to assist able and financially needy undergraduate students who are residents of California. Cal Grants range from \$500 to \$9,708 and are awarded on the basis of academic achievement and need.

## PACIFIC OAKS SCHOLARSHIPS

Our institutional scholarships are awarded to students based on need, scholarship availability, and range of \$250-\$3,000 per academic year. While there is no supplemental application to process to apply and qualify for these funds, students must first complete their financial aid applications by the aforementioned deadlines. Award recipients also must maintain a minimum of 4 units per semester (graduate students) and 6 units per semester (undergraduate students) to preserve eligibility for our institutional scholarships.

## Endowed Scholarships

Ahmanson Foundation Scholarship  
Eaton and Beverly Ballard Scholarship  
James and Elizabeth Greene Scholarship  
William Randolph Hearst Scholarship  
Keck College Scholarship  
Stauffer College Scholarship  
Jane G. Treister Scholarship  
Pacific Oaks Endowment Scholarship

## Unendowed Scholarships

Stephen Blood Scholarship (PONW students only)  
George Mayr Foundation Scholarship  
Pacific Oaks Career Incentive Grants  
Ann Peppers Scholarship  
Fletcher Jones Foundation Scholarships  
Parsons Scholarship

**Other Outside Sources** Students are encouraged to investigate outside sources of scholarship assistance in their community. Many civic, fraternal and service organizations such as Elks, Soroptimists, Kiwanis and Rotary clubs provide scholarships, as do churches and private corporations. The Financial Aid Office maintains information about some community resources available to Pacific Oaks students.

Additional scholarship information can be found on the Internet or at local public libraries.

## Pacific Oaks Financial Aid Application Process

The following forms are required:

1. Pacific Oaks College 2003-2004 Financial Aid Application
2. Completed and signed FAFSA  
(Free Application for Federal Student Aid)
3. 2002 Federal Income Tax Return

All forms must be received and an admitted status to a degree program confirmed before an award letter will be generated. Students should allow 4-6 weeks for the Department of Education to process the FAFSA and an additional 4-6 weeks before receiving an award letter packet from the Pacific Oaks Financial Aid Office.

## Financial Aid Satisfactory Academic Progress Policy

The federal government requires that colleges develop and enforce an institutional system to monitor the academic progress of financial aid recipients and mandates that aid recipients be making satisfactory academic progress in order to maintain financial aid eligibility. These standards may be different than the academic standards required to remain in the program, to advance to candidacy, or to earn a degree or certificate. Where differences exist, the standards set forth in this policy shall be used to determine eligibility for participation in student financial aid programs at Pacific Oaks College.

Pacific Oaks College has developed the standards described in this policy. Students who meet or exceed these standards are said to be making Satisfactory Academic Progress. Students who are not meeting these standards will be considered:

- On financial aid probation (or warning) status, or
- Ineligible to receive student financial aid based on failure to demonstrate satisfactory academic progress.

The academic progress of aid applicants is reviewed on a yearly basis. Pacific Oaks College's standards of academic progress can fall into two categories: qualitative and quantitative. These categories are defined below.



**"What first attracted me to Pacific Oaks was the non-traditional education, the closeness and the small group settings.**

*I felt like a person and not a number.*

*But, best of all, Pacific Oaks valued my life experiences. They took into account all the knowledge and skills I had developed and acquired in my life, and gave me credits for them through the ABLE Program."*

---

*Tonita Fernandez*

*Graduate*

*Master's Degree Program in Human*

*Development (ABLE)*

**Qualitative Standards**

To be eligible for financial aid, a student may not have more than six units of May Complete or Incomplete work on her/his transcript. If a student has more than six units of May Complete or Incomplete work, they will be placed on financial aid probation for one semester to give them the opportunity to makeup the work. The student will be eligible for financial aid for the semester that they are on probation. If a student has to retake a course to fulfill the makeup coursework, they may register again for that course, however, it will not count towards the minimum number of units required for financial aid eligibility. If the student does not fulfill the required make-up coursework, they will cease to be eligible for financial aid in subsequent semesters until the work is completed and their May Completes/Incompletes are revised.

**Quantitative Standards**

Additionally, students must complete their educational objectives within reasonable periods of time. To accommodate all students and their schedules, the reasonable period is measured not chronologically, but by semester units earned. Students who are not significantly meeting the number of units to earn their stated degree/certificate will be considered ineligible to receive student financial aid assistance for failure to maintain satisfactory progress.

**Maximum Time Frames**

Degree Program	Maximum units to complete Degree at Pacific Oaks	Length of program Full time in semesters Fall/Spring enrollment	Length of program 1/2 time in semesters Fall/Spring enrollment
BA	54*	6	9
BA ABLE	34	4	6
BA/Cred/			
MSTC/Special	42-47	6	12
Cred	42	6	12
MA	30-36*	4	8
MA/Cred/			
MSTC/Special	48/53	8	16
MA/MFCC	48	6	12
MA/LFS	54	-	Cohort
MA ABLE	33-42	-	11
MA ABLE/MFCC	49-55	-	14
MSTC/Intern	36	6	12
MSTC/Intern/MA	42	8	16

\* may increase due to specializations

Students who do not qualify for Financial Aid may still have access to the **Tuition Payment Contract with FACTS**: Payments of tuition monthly during the semester. Payment in full by end of semester. Please contact the Business Office for more information.

**Refund Checks**

Students who have been awarded financial aid funds in excess of their tuition and fees may request a refund check to be sent to them. The Pacific Oaks College Business Office prepares refund checks three times a month. Students must have attended the first class meeting, and paid their entire balance for the semester in order to receive a check. Checks are processed on the 10th, 20th and last day of each month.

**ACADEMIC PROGRAMS****■ B.A., HUMAN DEVELOPMENT DEGREE REQUIREMENTS**

A minimum of 124 semester units is required to earn the Bachelor's degree in Human Development. A minimum of 30 of those units must be earned in regular Pacific Oaks classes (not Extended Education course work). These 30 units must include:

**Competency – Development** Students comprehend and analyze *developmental theories*:

HD 200 Early Childhood Themes and Life Cycle Issues

**Competency – Diversity** Students value *diversity*, demonstrate commitment to social justice, and analyze the dynamics of institutional and individual biases and use of power:

HD 282 Social and Political Contexts of Human Development

**Competency – Communication** Students *communicate* clearly and effectively. They implement and analyze individual, dyad and group communications for appropriate audience reception, authenticity, and experience of empowerment for self and others:

ALTERNATE CLASSES:

HD 231 Communication for Empowerment

HD 309 Communication and the Life Cycle

HD 310 Conflict Resolution and Mediation

HD 235 Communication for Empowerment A, B, C

**Competency – Research** Students are able to distinguish between observations and theory (reality and fantasy, data and inferences/assumptions). They can collect verifiable and reliable data, present their findings, and link their research with existing literature in the field. A research paper is required of all students in HD 200, if taken as a weekday or weekend class. This satisfies the research requirement. The research paper requirement for those enrolled in a weeklong or online section of HD 200 must be met in HD 262 Research Seminar.

**Competency – Implementation** Students *implement* a philosophy of education reflecting developmental theories guided by observation, and evaluate these actions according to results and impact on other persons (ethics, values, principles and empowerment).

HD 400 Working with Children in a Diverse World, or

HD 401 Working with Adults, or

HD 478 Working with Families in a Diverse World

ALTERNATE CLASSES:

HD 410 Developmental Education

HD 415 Emergent Curriculum

HD 340 Leadership in Education

**Field Work Component** All students should be able to observe and comprehend developmentally appropriate practice with children. Professional work with both

children and adults requires understanding of child development, in theory and in action, as the beginning of life-span human development. Note: students doing a practicum at the Children's School must receive clearance from the School prior to registration.

1. For students working or planning to work with children, HD 400, HD 410, or HD 415 and one of the following field work options are required. (Note: Teacher Education students should see advisor for particular program requirements.)

- a. Two practica in Pacific Oaks Children's programs or in an approved off-site location. Students choosing on- or off-site practica enroll in the appropriate developmental practicum seminar. Students, with the approval of their advisor, may choose two on-site practica, two off-site practica or one of each.

HD 480 Developmental Practicum Seminar: 0-3 Years, or

HD 481 Developmental Practicum Seminar: 3-5 Years, or

HD 482 Developmental Practicum Seminar: 5-8 Years

OR

- b. One on- or off-site practicum and a second child-focused class with an observation/field component. (5 hours minimum) Select from these classes or consult with your advisor.

HD 218 Cognitive Development: How Children Learn

HD 246 Play in Childhood

HD 396 Contemporary Urban Adolescents

HD 420 Art of Observation

HD 467 Foundations of Teaching Art: Releasing the Imagination

HD 474 Intervention Models in Early Childhood

HD 480 Developmental Practicum Seminar: 0-3 Years, or

HD 481 Developmental Practicum Seminar: 3-5 Years, or

HD 482 Developmental Practicum Seminar: 5-8 Years

SPED 239 The Child with Special Needs

OR

- c. For full-time practicing, experienced teachers of young children in lead teacher or master teacher positions:

HD 465 Reflective Teaching Seminar

and one of the courses listed in "b"

OR

- d. For students outside Pasadena:

HD 452 Reflective Teaching

OR

- e. For highly experienced teachers of young children whose experience includes supervision of the work of other adults in children's programs:

Two classes meeting the criteria in item b. Consent of advisor is required.

2. For students not working or planning to work in programs serving children directly. HD 200 and HD 400 are required plus:

HD 420 Art of Observation (or, with consent of advisor,

HD 246 Play in Childhood)

OR

HD 415 Emergent Curriculum *and*

HD 410 Developmental Education

## B.A. CURRICULUM SPECIALIZATIONS

Admission to a specialization is done through a Program Change after admission to a degree program and in consultation with the student's advisor. The following optional specializations are offered within the B.A. degree: Art Education, Child Care, Developmental Education, Early Childhood Education, ECE sub-specialization in Play, Language and Literacy, Human Development and Social Change, and Work with Infants and Toddlers. Students may specialize in more than one area. Each specialization has its own specific requirements which are outlined below. Other classes may be added with approval of the advisor.

*Distance Learning and other outreach locations: see your advisor for alternative courses specific to your location.*

### Art Education

This specialization is designed for teachers who wish to concentrate on the language of art and creativity. The graduate will be equipped to teach the basics of art to children, design and implement culturally diverse developmental curriculum, and transmit the essential spirit of art as a living form. An arts background is required.

#### Admission Requirements for Specialization:

- Comprehensive written description of arts background
- Submission of portfolio
- Demonstration of an art activity with children
- Interview with advisor

Acceptance to the specialization is determined by the faculty advisor.

#### Basic requirements are:

- 1) HD 467 Foundations of Teaching Art: Releasing the Imagination

- 2) At least one of the following classes:

HD 246 Play in Childhood

HD 337 Play, Language and Literacy Development

HD 343 Teaching as Performing Art

HD 427 Working with Bicultural Children

- 3) At least one of the following classes:

HD 466 Women in Art

HD 601 Arts and Social Change

HD 602 Community as Classroom: Forging Connections Through the Arts

(Alternate classes may be approved by Art Education advisor)

- 4) Fieldwork:

a. HD 442 Art Studio Practicum (2 units) or

HD 603 Art Education: Fieldwork (2 units)





- b. Previous or present documented (non-art) experience working with children in a classroom setting with one or more of the following developmental levels:

Infants/toddlers  
Preschool (2-4)  
Kindergarten/Primary (4-8)  
Preadolescent (9-13)  
Adolescent (13-18)

5) Exhibit:

HD 604 Art Exhibition (1 unit)

*Note: This program is available in Pasadena only.*

*Advisor: Larry Garf, M.A.*

**Child Care** This specialization is designed for those who have an interest in full-day child care programs. Areas of further exploration may include: program development and evaluation; parent education and support; and staff development and support.

All students in this specialization are required to complete two field work experiences in a child care setting. Students may choose a practicum in the child care program in the Children's School at Pacific Oaks or an off-site practicum in an approved site.

The following are required for the child care specialization:

- Two field work experiences in approved child care settings. Documentation of appropriate experience in child care may be accepted for one of the field work experiences with the advisor's approval.
- At least two of the following classes:  
HD 218 Cognitive Development: How Children Learn  
HD 240 Models and Methods of Family/School Collaboration  
HD 246 Play in Childhood  
HD 250 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children  
HD 285 Development of Bicultural Children  
HD 427 Working with Bicultural Children  
HD 460 Seminars in Bicultural Development and Education  
HD 464 Community as a Context for Development  
HD 467 Foundations of Teaching Art: Releasing the Imagination  
HD 474 Intervention Models in Early Childhood Education

*Advisor: Human Development Faculty*

**Developmental Education** This specialization is designed for human services professionals who wish to increase their understanding of education in a developmental framework. In order to be eligible for admission to the Developmental Education specialization, a student must have prior-to-degree experience at 4 developmental levels (either documented or met through a previous practicum) and/or have a plan to meet these requirements during the degree. In addition:

- at least 2 levels must be met prior to admission to the specialization by the end of the first year or coursework (either through P.O. practicum options or by documenting work experience).
- at least one fieldwork experience must be completed and documented during the student's degree program regardless of prior experience. See Experience below (#3).

Basic requirements are:

- HD 400 Working with Children in a Diverse World, or  
HD 410 Developmental Education, or  
HD 478 Working with Families in a Diverse World
- At least two of the following classes:  
HD 218 Cognitive Development: How Children Learn  
HD 246 Play in Childhood  
HD 285 Development of Bicultural Children  
HD 331 Team Building for Early Childhood Educators and Parents  
HD 340 Leadership in Education  
HD 396 Contemporary Urban Adolescents  
HD 420 The Art of Observation  
HD 427 Working with Bicultural Children  
HD 464 Community as a Context for Development  
HD 471 Implementing Anti-Bias Curriculum  
HD 474 Intervention Models in Early Childhood Education

*Other classes may be selected with approval of your advisor. Distance Learning and other outreach locations: see your advisor for alternative courses specific to your location.*

- Prior and/or current experience, which can be documented, in four of the following developmental levels:

Infants/Toddlers (0-2 years)  
Preschool (2-4)  
Kindergarten/Primary (4-6)  
Primary (6-9)  
Preadolescent (9-13)  
Adolescent (13-18)  
Young Adult (18-22)  
Adult (over 21)

The following guidelines apply to the required documented experience at each of the four developmental levels:

- Direct work at any level should equal a minimum of 135 hours
  - A minimum of 100 hours paid or volunteer experience in a single setting  
Experience at any level should stretch over a minimum of 3 months
  - The above requirements can also be met through 3 units of Pacific Oaks' Reflective Teaching/Practicum with children at each level.
- b. Experience should be primarily in culturally relevant anti-bias, developmentally appropriate settings and include work with diverse children, families and settings.
- A majority of the experience should be in group settings.
  - Experience should include work in observation, group work, one-on-one work, and curriculum development and implementation.
- c. The following 3 options exist for meeting the requirements of a single level of experience:
- Documentation of a successful practicum at another college
  - Completion of 3 units of Reflective Teaching/Practicum at Pacific Oaks
  - Written documentation of experience OR

through dialogue with the advisor (together with any supporting documentation deemed necessary) using Pacific Oaks' guidelines.

Please see the advisor for additional information.

*Advisor and Fieldwork Supervisor:* Human Development Faculty

**Early Childhood Education** This specialization is designed for those who would like to increase their understanding of education in a developmental framework. Students may choose to sub-specialize in Play, Language and Literacy. In order to be eligible for admission to the Early Childhood Education specialization, as student must have prior-to-degree experience at 4 developmental levels (either documented or met through a previous practicum) and/or have a plan to meet these requirements during the degree. In addition:

- at least 2 levels must be met prior to admission to the specialization, by the end of the first year of coursework (either through P.O. practicum options or by documenting work experience).
- at least one fieldwork experience must be completed and documented during the student's degree program regardless of prior experience. See Experience below.

Basic requirements are:

1. HD 400 Working with Children in a Diverse World, or  
HD 410 Developmental Education, or  
HD 415 Emergent Curriculum
2. At least two of the following classes:  
HD 218 Cognitive Development: How Children Learn  
HD 240 Models and Methods of Family/School Collaboration  
HD 246 Play in Childhood  
HD 250 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children  
HD 285 Development of Bicultural Children  
HD 288 Developmental Assessment and Program Planning  
HD 331 Team Building for Early Childhood Educators and Parents  
HD 337 Play, Language and Literacy Development  
HD 420 The Art of Observation  
HD 427 Working with Bicultural Children  
HD 464 Community as a Context for Development  
HD 471 Implementing Anti-Bias Curriculum  
HD 472 Advanced Studies in Implementing Anti-Bias Curriculum  
HD 474 Intervention Models in Early Childhood Education  
HD 478 Working with Families in a Diverse World

*Other classes may be selected with approval of your advisor.*

3. Prior and/or current experience, which can be documented, in four of the following developmental levels:

Infants/Toddlers  
Two Year Olds  
3 and 4 Year Olds  
4 and 5 Year Olds  
6 to 8 Year Olds  
Working with Parents of Young Children

The following guidelines apply to the required documented experience at each of the four developmental levels:

- a. Direct work at any level should equal a minimum of 135 hours
  - A minimum of 100 hours paid or volunteer experience in a single setting
  - Experience at any level should stretch over a minimum of 3 months
  - The above requirements can also be met through 3 units of Pacific Oaks' Reflective Teaching/Practicum with children at each level.
- b. Experience should be primarily in culturally relevant anti-bias, developmentally appropriate settings and include work with diverse children, families and settings.
  - A majority of the experience should be in group settings.
  - Experience should include work in observation, group work, one-on-one work, and curriculum development and implementation.
- c. The following 3 options exist for meeting the requirements of a single level of experience:
  1. Documentation of a successful practicum at another college
  2. Completion of 3 units of Reflective Teaching/Practicum at Pacific Oaks
  3. Written documentation of experience OR through dialogue with the advisor (together with any supporting documentation deemed necessary) using Pacific Oaks' guidelines.

Please see the advisor for additional information.

*See advisor regarding the documentation process.*

### **Early Childhood Education Sub-Specialization: Play, Language and Literacy**

This course of study is designed for students who are teachers of children 0–8 and provides an opportunity to concentrate their studies on current theory and practice regarding the development of literacy skills in young children. Literacy development during early childhood is crucial for later development of reading and writing excellence. Research in this area has increased our understanding of the relevant issues and provided new resources to inform the practice of classroom teachers in early childhood education. In addition to the undergraduate program requirements, the basic requirements for this sub specialization include:

#### *Specialization Core Courses (6 units)*

HD 307 Writing Our Stories: Reflections on Literacy Development  
HD 337 Play, Language and Literacy Development

#### *Specialization Core Electives (3 units)*

Literacy and representational emphasis: Choose one:  
HD 220 Sociolinguistics: Issues of Language and Culture



HD 228 Children's Literature  
 HD 415 Emergent Curriculum: Reflecting Learner Lives  
 HD 499 Family Literacy  
 ED 228 Curriculum Development: Bilingual Instructional Methods

### *Electives (3–6 units):*

Choose one or two courses from this list (or consult with advisor for other ECE-focused courses):

HD 203 The Earliest Years  
 HD 240 Models and Methods of Family/School Collaboration  
 HD 250 Developing Anti-Bias Curriculum

Field Experience at four developmental levels (as specified for ECE specialization).

*Advisors and Fieldwork Supervisors:* Human Development Faculty

**Human Development and Social Change** This specialization is for individuals who wish to acquire the skills to create large scale social change. The belief explored in this course of study is that one's own personal growth and the act of evoking positive social change are interconnected processes and particularly so during times of national or global stress. Students in this specialization will learn how to collaboratively design and implement change in an organization, school or community, and in society at large by making processes more participatory. Storytelling, dreaming, the arts, grant writing, action research, use of budgets and timelines, and autonomous community building are among the methods and mediums employed. No prior experience in any of the above areas is required. The basic course requirements are:

1. Required Theory Class:  
 HD 381 Human Development and Social Change
2. One of the following fieldwork courses:  
 HD 380 Children's Autobiographical Narratives as Social Justice Curriculum, or  
 HD 383 Participatory Action Research, or  
 HD 464 Community as a Context for Development
3. One of the following courses evaluating issues of power:  
 HD 273 Education for Critical Consciousness, or  
 HD 360 Advanced Studies in Diversity and Anti-Bias Issues, or  
 HD 396 Contemporary Urban Adolescents, or  
 HD 477 Anti-Bias Work with Adults, or  
 HD 499 Special Topics: Dewey, Vygotsky and Freire, or  
 HD 601 Arts and Social Change, or  
 HD 602 The Community as Classroom: Forging Connections through the Arts

*Advisors:* Cindy Cruz, Greg Tanaka, Olga Winbush (Pasadena)

**Work with Infants and Toddlers** There is a growing demand for professionals who are knowledgeable in the developmental needs and issues of young children and their parents. This specialization is designed for those students who have an interest in



*Greg Tanaka, Human Development faculty member*

working with infants and toddlers. Parent education, child care, early intervention, and programs for the prenatally exposed are examples of the types of settings where students with this specialization might seek employment. Students in this specialization are encouraged to select practicum experiences in both educational and clinical environments.

Basic requirements for the specialization are:

1. Two practica\* (6–8 units)  
 Infant/Toddler/Parent Center  
 Saturday Infant/Toddler Program  
 Off-campus practicum in a clinical or residential program
2. Classes:  
 HD 240 Models and Methods of Family/School Collaboration  
 HD 250 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children  
 HD 254 Authentic Infant—Competent Child, or  
 HD 203 The Earliest Years  
 HD 474 Intervention Models in Early Childhood Education

*Advisor:* Human Development Faculty

### ■ M.A., HUMAN DEVELOPMENT, DEGREE REQUIREMENTS

Pacific Oaks offers the interdisciplinary M.A. degree in Human Development for the preparation of leadership personnel in professions serving young children and their families. The degree is awarded on the basis of demonstrated competence in human development, communication skills, ability to work on bias issues, skill in implementing theories in work with children and/or adults, and research. A Master's thesis project, which is an original contribution to knowledge and understanding based on field experience and data analysis, is required for the M.A. degree.

Students choosing to continue their Pacific Oaks education at the graduate level must officially apply for graduate standing and be admitted to an M.A. degree prior to enrolling in classes.

Thirty units of regular Pacific Oaks class work (not Extended Education) must be taken to fulfill the requirements for the M.A. in Human Development. Specializations at the Master's level may have additional unit requirements as outlined below.

No units can be transferred into the student's M.A. program from other institutions.

Note: M.A. students who have earned their B.A. degree from Pacific Oaks must still take the courses listed below, or the appropriate alternatives.

For every Master's program, general or specialized, the following course work must be completed:

**Competency — Development** Students evaluate *developmental theories*: Students can creatively construct their own theories and compare them to existing work:

HD 200 Early Childhood Themes and Life Cycle Issues (if not taken at the B.A. level), or

HD 201 Advanced Studies in Human Development, or  
ED 508 Human Development and Learning

**Competency — Diversity** Students value *diversity*, demonstrate commitment to social justice and evaluate the dynamics of institutional and individual biases and use of power:

HD 282 Social and Political Contexts of Human Development (if not taken at the B.A. level), or

HD 360 Advanced Studies in Diversity and Anti-Bias Issues

**Competency — Implementation** Students *implement* a philosophy of education reflecting developmental theories guided by observation, and evaluate these actions according to results and impact on other persons (ethics, values, principles, and empowerment):

HD 400 Working with Children in a Diverse World (if not taken at B.A. level), or

HD 401 Working with Adults (if not taken at B.A. level), or

HD 427 Working with Bicultural Children

HD 450 Ecology of Working with Children, or

HD 478 Working with Families in a Diverse World

ALTERNATE CLASSES (if not taken at the B.A. level):

HD 410 Developmental Education

HD 415 Emergent Curriculum

HD 340 Leadership in Education

MFT 326 Therapy with Children

ED 513 Teaching and Learning in a Diverse World

**Field Work Component:** All Pacific Oaks students should develop competence in observing child behavior and recognizing developmentally appropriate practice. All M.A. specializations and credential programs require field work or field experience appropriate to the program emphasis. Each program defines the age/level with which the student should develop competence in implementing developmentally appropriate practice. M.A. students not specializing may choose one of the field experience options listed under the B.A. program on page 12.

**Competency — Communication** Students *communicate* clearly and effectively. They implement and evaluate individual, dyad and group communications for appropriate audience reception, authenticity, and experience of empowerment for self and others:

HD 231 Communication for Empowerment, or

HD 232 Communication Skills and Individual Dynamics, or

HD 235 Communication for Empowerment A, B, C, or

HD 309 Communication and the Life Cycle, or

HD 310 Conflict Resolution and Mediation, or

MFT 505 Communication and Counseling Skills, or

ED 562 Reflective Seminar

**Competency — Research** Students are able to distinguish between observations and theory (reality and fantasy, data and inferences/assumptions). They can collect verifiable and reliable data, present their findings, and link their *research* with existing literature in the field. M.A. students must be able to: pose a burning, researchable question; justify the desire to investigate by placing the question in professional, social, and personal context; address issues of diversity and anti-bias in the field and in their approach; collect information, analyze, and synthesize the findings; and evaluate the implications of their findings.

A research paper is required of all students in HD 200 or HD 201 when the class is taken as a weekday or weekend class. This satisfies the research requirement. If HD 200 is taken in the weeklong or online format, the research competency is met by HD 262 Research Seminar, a separate 1 unit course.

HD 277 Thesis Development

All M.A. students are required to take HD 277A, B, and C, unless a waiver form is approved by the student's thesis chair. Note: HD 277 sections A, B, and C must be taken in order. The student may petition to waive one, two, or all three sections of HD 277.

HD 299 Thesis/Master's Project

Students can apply for Advancement to Candidacy after completing at least half of the course work toward the degree and by submitting an approved thesis project proposal. The thesis proposal is written as part of the HD 277 Thesis Development class.

After the proposal is approved by the thesis committee, the student must complete the Advancement to Candidacy forms and register for three units of HD 299 Thesis/Master's Project. Students must register for 0 units the following semester and 0 units their last semester (3+0+0) to maintain their active status for one year. This provides access to committee members and facilitates library privileges. If a student needs a second year, she or he would register for one more unit per term for that second year (or any portion thereof.)

If a student files a Leave of Absence form any time within the first year, when she or he reregisters it would be for one unit per term (essentially making





it a second year). Students on Leave of Absence do not have the opportunity to work with their thesis committee during the leave nor do they have access to library services.

### M.A. CURRICULUM SPECIALIZATIONS

Admission to a specialization is done through a Program Change after admission to a degree program and in consultation with the student's advisor. The following optional specializations are offered within the M.A. degree. Each specialization has its own specific requirements, which are outlined below. Other classes may be substituted with approval of specialization advisor.

*Distance Learning and other outreach locations: see your advisor for alternative courses specific to your location.*

#### Art Education

This specialization is designed for teachers who wish to concentrate on the language of art and creativity. The graduate will be equipped to teach the basics of art to children, design and implement culturally diverse developmental curriculum, and transmit the essential spirit of art as a living form. An arts background is required.

#### Admission Requirements for Specialization:

- Comprehensive written description of arts background
- Submission of portfolio
- Demonstration of an art activity with children
- Interview with advisor

Acceptance to the specialization is determined by the faculty advisor.

#### Basic requirements are:

- 1) HD 467 Foundations of Teaching Art: Releasing the Imagination
- 2) At least one of the following classes:
  - HD 246 Play in Childhood
  - HD 337 Play Language and Literacy
  - HD 343 Teaching as Performing Art
  - HD 427 Working with Bicultural Children
- 3) At least one of the following classes:
  - HD 466 Women in Art
  - HD 601 Arts and Social Change
  - HD 602 Community as Classroom: Forging Connections Through the Arts
 (Alternate classes may be approved by Art Education advisor)
- 4) Fieldwork:
  - a. HD 442 Art Studio Practicum (2 units) or HD 603 Art Education: Fieldwork (2 units)
  - b. Previous or present documented (non-art) experience working with children in a classroom setting with one or more of the following developmental levels:
    - Infants/toddlers
    - Preschool (2-4)
    - Kindergarten/Primary (4-8)
    - Preadolescent (9-13)
    - Adolescent (13-18)

#### 5) Exhibit:

HD 604 Art Exhibition (1 unit)

*Note: This program is available in Pasadena only.*

*Advisor: Larry Garf, M.A.*

**Bicultural Development** According to demographers people of color are fast becoming the largest collective segment of the U.S.'s population. This is certainly the case in Los Angeles and many other urban centers such as San Francisco, Chicago, Miami, New York and Washington D.C. These cities and others have school districts where bicultural children comprise 75% of the students enrolled. Institutions wishing to meet the needs of a bicultural populace must be willing to alter their perceptions and, when necessary, their policies.

The Bicultural Development specialization is designed for those who work with bicultural children and/or adults. The program will build on the skills and experience of the students in the specialization to augment their training to effectively serve bicultural children and their families.

The Pacific Oaks philosophy of bicultural development incorporates a perspective that views children of color in the United States, regardless of the specific racial and ethnic orientation, as sharing a commonality of experience. The commonality of experience focuses on the fact that children of color are: 1) raised simultaneously in two distinct cultural systems which are often in conflict, and 2) subject to a different set of socioeconomic realities than those of mainstream children. As a result, these factors play a major role in the development of bicultural children and therefore must be understood by those who work in bicultural community settings.

#### Bicultural Development class requirements:

#### Core classes (15 units required):

- Development Core Competency class (see page 17)
- Communication Core Competency class (see page 17)
- HD 282 Social and Political Contexts of Human Development
- HD 277 ABC Thesis Development
- HD 299 Thesis/Master's Project

#### Specialization Requirements (all of the following):

- HD 220 Sociolinguistics: Issues of Language and Culture
- HD 285 Development of Bicultural Children
- HD 360 Advanced Studies in Diversity and Anti-Bias Issues
- HD 427 Working with Bicultural Children  
(meets Core Implementation requirement)
- HD 452 Reflective Teaching\*, or
- HD 465 Reflective Teaching Seminar\*

\*Fieldwork in a bicultural setting is required.

#### OPTIONAL:

- HD 228 Bilingual Instructional Methods  
(CBEST passage required)
- HD 460 Seminars in Bicultural Development

*Advisors: Human Development Faculty (Pasadena); Sharon Cronin, Ph.D. (Northwest); Paige Parker (Northern California)*

*Note: This specialization is not available in Northern California.*

**Child Care** This specialization is designed for students interested in working in full-day child care programs. Areas of further exploration may include: program development and evaluation; staff development and support; parent education and support; resource management; and administration of child care programs. This specialization is recommended for students interested in teaching, administration of child care programs, and consulting.

All students in this specialization are required to complete two field work experiences in child care. One of these may be a practicum in the Pacific Oaks child care program. The second may be completed in another appropriate child care setting. Basic requirements are:

1. At least two of the following classes:

- HD 218 Cognitive Development: How Children Learn
- HD 240 Models and Methods of Family/School Collaboration
- HD 246 Play in Childhood
- HD 250 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children
- HD 285 Development of Bicultural Children
- HD 308 Women in Administration, or
- HD 340 Leadership in Education
- HD 427 Working with Bicultural Children
- HD 440 Administration of Child Care Facilities
- HD 460 Seminars in Bicultural Development and Education
- HD 464 Community as a Context for Development
- HD 471 Implementing Anti-Bias Curriculum

2. Two field work experiences in a child care setting. This may include on- and/or off-site practica. Documentation of experience may be substituted for one of these with advisor's approval.

*Advisor: Human Development Faculty*

**Developmental Education** This specialization is designed for human services professionals who wish to increase their understanding of education in a developmental framework. In order to be eligible for admission to the Developmental Education specialization, a student must have prior-to-degree experience at 4 developmental levels (either documented or met through a previous practicum) and/or have a plan to meet these requirements during the degree. In addition:

- at least 2 levels must be met prior to admission to the specialization, by the end of the first year of coursework (either through P.O. practicum options or by documenting work experience).
- at least one fieldwork experience must be completed and documented during the student's degree program regardless of prior experience. See Experience below.

Basic requirements are:

1. HD 400 Working with Children in a Diverse World, or
- HD 410 Developmental Education, or
- HD 450 Ecology of Working with Children

2. At least two of the following classes:

- HD 218 Cognitive Development: How Children Learn
- HD 246 Play in Childhood
- HD 285 Development of Bicultural Children
- HD 331 Team Building for Early Childhood Educators and Parents
- HD 340 Leadership in Education
- HD 396 Contemporary Urban Adolescents
- HD 401 Working with Adults
- HD 420 The Art of Observation
- HD 427 Working with Bicultural Children
- HD 464 Community as a Context for Development
- HD 474 Intervention Models in Early Childhood Education

3. Prior and/or current experience, which can be documented, in four of the following developmental levels:

- Infants/Toddlers (0–2 years)
- Preschool (2–4)
- Kindergarten/Primary (4–6)
- Primary (6–9)
- Preadolescent (9–13)
- Adolescent (13–18)
- Young Adult (18–22)
- Adult (over 21)

The following guidelines apply to the required documented experience at each of the four developmental levels:

- a. Direct work at any level should equal a minimum of 135 hours
  - A minimum of 100 hours paid or volunteer experience in a single setting
  - Experience at any level should stretch over a minimum of 3 months
  - The above requirements can also be met through 3 units of Pacific Oaks' Reflective Teaching/Practicum with children at each level.
- b. Experience should be primarily in culturally relevant anti-bias, developmentally appropriate settings and include work with diverse children, families and settings.
  - A majority of the experience should be in group settings.
  - Experience should include work in observation, group work, one-on-one work, and curriculum development and implementation.
- c. The following 3 options exist for meeting the requirements of a single level of experience:
  1. Documentation of a successful practicum at another college
  2. Completion of 3 units of Reflective Teaching/Practicum at Pacific Oaks
  3. Written documentation of experience OR through dialogue with the advisor (together with any supporting documentation deemed necessary) using Pacific Oaks' guidelines.



*Cheryl Greer Jarman, Human Development faculty member.*



### Why is Pacific Oaks unique?

Because we offer:

- small class sizes
- evening and weekend classes
- life/work experience credits
- learning online
- individualized faculty attention
- a stimulating learning environment,
- a chance to earn your degree in a field where you can really make a difference.

Please see the advisor for additional information.

*Advisor:* Human Development Faculty

*Distance Learning and other outreach locations:* see your advisor for alternative courses specific to your location.

**Early Childhood Education** This specialization is designed for those who wish to increase their understanding of young children in a developmental program. In order to be eligible for admission to the Early Childhood Education specialization, a student must have prior-to-degree experience at 4 developmental levels (either documented or met through a previous practicum) and/or have a plan to meet these requirements during the degree. In addition:

- at least 2 levels must be met prior to admission to the specialization, by the end of the first year of coursework (either through P.O. practicum options or by documenting work experience).
- at least one fieldwork experience must be completed and documented during the student's degree program regardless of prior experience.

See Experience below. The basic requirements are:

1. HD 400 Working with Children in a Diverse World, or  
HD 410 Developmental Education, or  
HD 450 Ecology of Working with Children, or  
HD 415 Emergent Curriculum
2. At least two of the following classes:  
HD 218 Cognitive Development: How Children Learn  
HD 240 Models and Methods of Family/School Collaboration  
HD 246 Play in Childhood  
HD 250 Developing Anti-Bias Curriculum: Teaching Our Values to Our Children  
HD 285 Development of Bicultural Children  
HD 288 Developmental Assessment and Program Planning  
HD 331 Team Building for Early Childhood Educators and Parents  
HD 337 Play, Language and Literacy Development  
HD 401 Working with Adults  
HD 420 The Art of Observation  
HD 427 Working with Bicultural Children  
HD 464 Community as a Context for Development  
HD 467 Foundations in Art Education  
HD 471 Implementing Anti-Bias Curriculum I  
HD 472 Advanced Studies in Implementing Anti-Bias Curriculum  
HD 474 Intervention Models in Early Childhood Education  
HD 478 Working with Families in a Diverse World

3. Prior and/or current experience, which can be documented, in four of the following developmental levels:

Infants/Toddlers  
Two Year Olds  
3 and 4 Year Olds  
4 and 5 Year Olds  
6 to 8 Year Olds  
Working with Parents of Young Children

The following guidelines apply to the required documented experience at each of the four developmental levels:

- a. Direct work at any level should equal a minimum of 135 hours

- A minimum of 100 hours paid or volunteer experience in a single setting
- Experience at any level should stretch over a minimum of 3 months
- The above requirements can also be met through 3 units of Pacific Oaks' Reflective Teaching/Practicum with children at each level.

- b. Experience should be primarily in culturally relevant anti-bias, developmentally appropriate settings and include work with diverse children, families and settings.

- A majority of the experience should be in group settings.
- Experience should include work in observation, group work, one-on-one work, and curriculum development and implementation.

- c. The following 3 options exist for meeting the requirements of a single level of experience:

1. Documentation of a successful practicum at another college
2. Completion of 3 units of Reflective Teaching/Practicum at Pacific Oaks
3. Written documentation of experience OR through dialogue with the advisor (together with any supporting documentation deemed necessary) using Pacific Oaks' guidelines.

Please see the advisor for additional information.

*Advisors and Fieldwork Supervisors:* Human Development Faculty

**Human Development and Social Change** This specialization is for individuals who wish to acquire the skills to create large scale social change. The belief explored in this course of study is that one's own personal growth and the act of evoking positive social change are interconnected processes and particularly so during times of national or global stress. Students in this specialization will learn how to collaboratively design and implement change in an organization, school or community and in society at large by making processes more participatory. Storytelling, dreaming, the arts, grant writing, action research, use of budgets and timelines, and autonomous community building are among the methods and mediums employed. No prior experience in any of the above areas is required. The basic course requirements are:

1. Required Theory Class:  
HD 381 Human Development and Social Change
2. One of the following fieldwork courses:  
HD 380 Children's Autobiographical Narratives as Social Justice Curriculum, or  
HD 383 Participatory Action Research, or  
HD 464 Community as a Context for Development
3. One of the following courses evaluating issues of power:



Connie Destito, Academic Director,  
MFCC

- HD 273 Education for Critical Consciousness, or  
HD 360 Advanced Studies in Diversity and Anti-Bias  
Issues, or  
HD 396 Contemporary Urban Adolescents, or  
HD 477 Anti-Bias Work with Adults, or  
HD 499 Special Topics: Dewey, Vygotsky and Freire, or  
HD 601 Arts and Social Change, or  
HD 602 The Community as Classroom: Forging  
Connections through the Arts

*Advisors:* Cindy Cruz, Greg Tanaka, Olga Winbush (Pasadena)

### Leadership in Education and Human Services

This specialization is designed for students in leadership roles who work with adults involved in the field of early childhood. Students must choose a sub-specialization (see below), and may choose one or more areas in which to sub-specialize. Basic requirements are:

1. HD 401 Working with Adults, or  
HD 340 Leadership in Education
2. For the Administration/Supervision sub-specialization, at least one of the following classes:  
HD 308 Women in Administration  
HD 360 Advanced Studies in Diversity  
HD 474 Intervention Models in Early Childhood Education, AND  
HD 453 Administration/Supervision: Observation (1–2 units)  
HD 453 Administration/Supervision: Fieldwork (2–3 units)
3. For the College Teaching/Teaching Adults sub-specialization, at least one of the following classes:  
HD 360 Advanced Studies in Diversity  
HD 410 Developmental Education  
HD 415 Emergent Curriculum  
HD 472 Advanced Studies in Implementing Anti-Bias Curriculum  
AND  
HD 454 College Teaching/Teaching Adults: Observation (1–2 units)  
HD 454 College Teaching/Teaching Adults: Fieldwork (2–3 units)

4. For the Parent/Community Work sub-specialization, at least one of the following classes:  
HD 240 Models and Methods of Family/School Collaboration  
HD 331 Team Building for Early Childhood Educators and Parents  
HD 474 Intervention Models in Early Childhood Education AND  
HD 456 Parent/Community Work: Observation (1–2 units)  
HD 456 Parent/Community Work: Fieldwork (2–3 units)

Note: a student may register for one unit of fieldwork at a time, but a total of three units is required.

**Prerequisites:** To register for Fieldwork, the student must have a job or arrange an internship/apprenticeship, which enables her/him to take a responsible role in working with adults. Credit is based upon 45 hours per unit of field work and journal keeping. Credit for observation in each sub-specialization is based upon 45 hours per unit of observation and reading.

Most students will participate in a concurrent seminar offered online or on campus.

**Advisors and Fieldwork Supervisors:** Human Development Faculty; Betty Jones, Ph.D. (College Teaching/Teaching Adults, Distance Learning).

*Distance Learning and other outreach locations: see your advisor for alternative courses specific to your location.*

### Social and Human Services

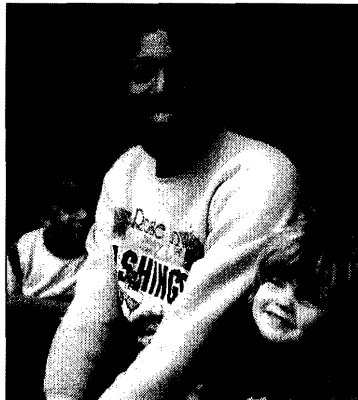
This specialization is designed for professionals working in group homes, adoption agencies, community activism, transitional housing, services for the homeless, child advocacy and in early childhood settings with families who need additional support services who wish to increase their understanding and knowledge of family systems, conflict mediation, community assessment and strategies for working with groups. (This specialization is offered at the graduate level only and is available in Pasadena and Seattle.)

**Basic Requirements are:**

1. HD 478 Working with Families in a Diverse World
2. At least one of the following Social and Human Services electives:  
HD 310 Conflict Resolution and Mediation  
HD 396 Contemporary Urban Adolescents  
HD 420 Art of Observation  
HD 450 Ecology of Working with Children  
HD 464 Community as a Context for Development  
HD 474 Intervention Models in ECE  
MFT 505 Communication and Counseling Skills  
MFT 253 Child Abuse Assessment and Reporting  
MFT 374 Alcoholism and Chemical Dependency  
MFT 475 Psychopathology of Childhood and Adolescence
3. Clinical Field Experience:  
HD 456 Parent/Community: Fieldwork/Observation (3 units)
4. At least one of the following diversity electives or an additional Social and Human Services elective approved by advisor:  
HD 285 Development of Bicultural Children  
HD 360 Advanced Studies in Diversity and Anti-Bias Issues



Betty Jones, Academic Co-Director,  
Distance Learning.



**"Pacific Oaks prepared me very well for my career in early childhood education.**

*The best part was getting to work with children at the Children's School while taking classes. Putting together theory and practice made a huge difference in my being able to walk into my new job with confidence."*

*Rick Dolsey, B.A. ABLE '95*

*Currently employed by the Board of Education, Fulton County, GA, as a Pre-K teacher at Seaborn Lee Elementary School.*

HD 427 Working with Bicultural Children  
HD 460 Seminars in Bicultural Development and Education  
MFT 235 Cross Cultural Mores and Values: Socio-Cultural Environments

Advisors: Human Development Faculty (Pasadena)

**Work with Infants and Toddlers** Programs for infants, toddlers and their parents are proliferating. This is especially true of programs for young children who have been prenatally exposed to drugs and alcohol. There is a growing demand for professionals knowledgeable in normal developmental issues, who are able to work in both clinical and educational environments. Students in the specialization are encouraged to select practicum experiences in both types of settings. Basic requirements for the specialization are:

1. Two practica\* (6-8 units)  
Parent/Infant/Toddler Center and/or  
Saturday Infant/Toddler Program  
Off-Campus Practicum
- \*Journals for practica must be kept with program advisor.
2. Classes:  
HD 240 Models and Methods of Family/School Involvement  
HD 254 Authentic Infant-Competent Child, or  
HD 203 The Earliest Years  
HD 472 Advanced Studies in Implementing Anti-Bias Curriculum  
HD 474 Intervention Models in Early Childhood Education

Advisor: Human Development Faculty

### ■ M.A. IN MARRIAGE, FAMILY AND CHILD COUNSELING (MFCC) AND LATINA/LATINO FAMILY STUDIES SPECIALIZATION (LFS)

The Marriage, Family and Child Counseling Program is a unique educational masters program for developing clinically skilled, culturally competent child and family therapists. It offers a multi-disciplinary, inclusive curriculum based on developmental, psychodynamic and family systems theories and practice. Integrated throughout its curriculum is a commitment to understanding the lived experience of both clients and practitioner, the power of culture, oppression and society on the developmental process, and the impact of one's social political context on the developing mind and behavior.

The MFCC department's emphasis on intrapersonal, interpersonal, family and institutional issues provides a holistic approach to understanding the theory and practice of marriage, family and child therapy. The program at Pacific Oaks respects the unique learning styles of the individual and practices a relational model of learning that is dynamic, engaging, respectful and transformational. Faculty and students are partners in the learning community. Students are expected and mentored towards critically examining their own attitudes, beliefs and values to become clinically skilled and culturally competent therapists.

\*Please note that though the M.A. degree is in Marriage, Family and Child Counseling, the related clinical training and professional licenses are in Marriage and Family Therapy.

**Admissions** As part of the admissions process, an admissions interview will be scheduled with MFCC faculty. Students are provisionally admitted to the program with a review for full admission following the completion of 18 units.

**Program Requirements** Prior to registering for classes each semester, students are required to meet with their advisor to identify the appropriate classes to take, to receive information regarding changes in the California State Board of Behavioral Sciences requirements, and to review their progress. The MFCC program includes the following components:

1. The MFCC Department adheres fully to the five main Pacific Oaks competencies, as these are defined and implemented within the scope of mental health theory and practice:

Diversity  
Development  
Communication  
Implementation  
Research

In addition, the MFCC Department adheres to two other competencies specific to the needs of the mental health profession, as defined by the laws and regulations of the State of California and as circumscribed by the professional standards of the mental health profession:

Clinical (mental health theory and practice)  
Professional (public role and behavior)

According to the above parameters, the MFCC program coursework addresses the above seven competencies as follows:

- Diversity: 6 units  
MFT 235 Cross Cultural Mores and Values (3 units)  
MFT 242 The Interface of Society and Human Development (3 units)
- Development: 6 units  
MFT 269 Personality Theories and Related Psychological Testing (3 units)  
MFT 470 Clinical Theories of Child Development (3 units)
- Communication: 5 units  
MFT 323 Group Therapy (2 units)  
MFT 505 Communication and Counseling Skills (3 units)
- Implementation: 7 units  
MFT 320 Domestic Violence (1 unit)  
MFT 326 Therapy with Children (3 units)  
MFT 473 Clinical Skills in Family Therapy (3 units)
- Research: 6 units  
MFT 321 Research Design and Methods (2 units)  
MFT 322 Thesis Proposal (2 units)  
MFT 399 Master's Thesis Completion (2 units)

**Clinical: 10 units**

- MFT 221 Theories of MFCC (3 units)  
 MFT 267 Psychopathology of Adulthood (3 units), or  
 MFT 475 Psychopathology of the Child and Adolescence (3 units)  
 MFT 471 Psychopharmacology (2 units)  
 MFT 472 Substance Abuse, the Individual and Family  
 Dynamics (2 units)

**Professional: 8 units**

- MFT 224 Practicum I (3 units)  
 MFT 225 Professional Laws and Ethics (2 units)  
 MFT 226 Practicum II (2 units)  
 MFT 228 Summer Practicum (1 unit)

2. After completing 18 units (selected from the classes in the list below) and the successful completion of MFT 505 Communication and Counseling Skills, each student will obtain recommendations from two core faculty members, one of whom must be an MFCC core faculty. After the recommendations have been submitted, the student will meet with her/his advisor to review overall performance in the program. After successful completion of this process, the student will be fully admitted. All students must also have completed all college admissions requirements to be fully admitted to the program. Note: Students admitted to the M.A. in Marriage, Family, Child Counseling program through the ABLE option cannot enroll in clinical courses until the successful completion of the Assessment course.

The M.A. in Marriage, Family, and Child Counseling is a clinical degree. In addition to academic performance, students are expected to demonstrate competencies in the following areas for consideration for full admission status:

1. Capacity for insight, reflection
  2. Ability to listen effectively and empathically
  3. Openness to feedback, new ideas and situations
  4. Commitment to self-growth
  5. Professional behavior in the classroom
3. If the student does not meet the requirements for full admission after completing a minimum of 18 units, the advisor and Academic Director may counsel the student to change to the M.A. in Human Development program.
4. The M.A. in MFCC satisfies all of the requirements of the Board of Behavioral Sciences (BBS) (Business & Professions Code Sections 4980.37, 4980.39, 4980.40, and 4980.41.) These include:
- A. Pacific Oaks course work totaling 48 semester units, including:
    1. No less than 12 semester units of course work in the areas of marriage, family, and child counseling, and marital and family systems approaches to treatment.
    2. 6 semester units of supervised practicum, including completion of one year of clinical placement in an approved setting, concurrent with the practicum seminar.
    3. 150 hours of face-to-face experience counseling individuals, couples, families or groups
    4. A two semester course in California law and professional ethics

5. A minimum of seven contact hours of training or coursework in child abuse assessment and reporting
6. A minimum of 10 contact hours of training or coursework in human sexuality
7. Specific instruction in alcoholism and other chemical substance dependency
8. 15 contact hours of course work in spousal or partner abuse assessment, detection and intervention
9. A minimum of two semester units in a survey course in psychological testing
10. A minimum of two semester units in a survey course in psychopharmacology

**CLINICAL TRAINING PROGRAM**

The MFCC Department is committed to providing an optimal clinical training experience for our graduate students. One of our main objectives is the careful selection of community agencies whose clinical training programs meet the pedagogical goals and standards of Pacific Oaks College. The students of the Latina/o Family Studies program are expected to complete their practicum experience in one of the approved agencies focusing on the mental health needs of the Latina/o community.

During the degree program, the MFCC Department, under the mandate and guidelines of the Board of Behavioral Sciences of the State of California, monitors all clinical training experience completed by the students. The hours of supervised clinical work completed at an agency approved by the MFCC Department count toward the 3,000 clinical hours that are required by the State of California for the state licensing exams in Marriage and Family Therapy.

**Practicum**

Students must complete a Practicum as part of their Masters degree requirements. The Practicum experience is to be completed concurrently and in conjunction with the completion of the following classes in this order:

- MFT 228 Summer Practicum (1 unit)  
 MFT 224 MFCC Practicum (3 units)  
 MFT 226 MFCC Practicum (2 units)

These three courses are offered once a year, only, and must be taken in sequence starting with the summer semester. Students may choose to start their Practicum, if they have met all eligibility requirements, during the second or third year of the program. It is highly advisable that students do not plan to take the practicum courses concurrently with working on their Master's Thesis, as this will create a huge workload, especially for those who will be working full time during their graduate studies.

**Eligibility requirements to start Practicum:**

1. Completion of 18 units, including the course MFT 505 Communication and Counseling Skills.
2. Completion of 20 hours of individual personal therapy with a licensed mental health profession-





*"Teaching as Performing Art" students participate in exercises designed to help children imagine, enact and reflect upon human experiences.*

- al. (These hours have to have been realized after the student has started the masters program.)
3. Full admission into the MFCC Department.
4. Completion of the Clinical Training Orientation Course (CTOC). The course is offered once annually in the spring semester. Students are required to follow all steps toward clinical placement as per course syllabus and the department's clinical training guidelines. The goals of the Clinical Training Orientation Course are:
  - a. To acquaint students with the clinical training regulations of the California Board of Behavioral Sciences and of Pacific Oaks College.
  - b. To acquaint students with the various clinical placements approved by the MFCC Department.
  - c. To support students through the process of interviewing with various agencies.
  - d. To explore issues of professional roles, tasks and behaviors regarding the MFT Trainee experience.
5. Consent of the student's Academic Advisor.
6. Submission to the Clinical Training Program of a completed and signed contract with an approved agency (Three-Way Agreement of Clinical Placement) by June 30 of that year.
7. Completion of all prior coursework.

#### **Requirements for completion of Practicum:**

1. Satisfactory completion of all the clinical training requirements as a Marriage and Family Therapist (MFT) Trainee, under the supervision of a licensed and trained mental health practitioner in the clinical training program of a mental health community agency approved by the MFCC Department.
2. The minimum required time for the clinical placement is twelve hours a week for twelve consecutive months. During this period, the student is required to complete 150 hours of face-to-face client contact hours.
3. Concurrent attendance at and completion of the courses MFT 228 Summer Practicum, MFT 224 MFCC Practicum I, and MFT 226 MFCC Practicum II.
4. Satisfactory evaluations from the clinical supervisor at the clinical placement at the end of each semester or as required by the MFCC Department. These evaluations are an integral part of the overall evaluation and credit that the student will receive for all three Practicum courses: MFT 228, MFT 224, and MFT 226.
5. Satisfaction of all clinical and professional expectations of the approved community agency in the provision of the agreed upon mental health services.

**Therapy for Students** Students are required to be in personal psychotherapy for a total of 20 hours to qualify for clinical training. Thirty-six hours are

a requirement for all students to graduate in the MFCC program. To facilitate this process, the MFCC department has a referral list of psychotherapists interested in working with our students at a lower fee. These therapists are from throughout the greater Los Angeles area. MFCC students are advised to contact their advisor or the clinical coordinator for referral.

**Intern Registration** Upon completion of the M.A. degree in Marriage, Family and Child Counseling, students apply to the Board of Behavioral Sciences for an intern registration number. As part of the application process, all applicants must submit their fingerprints to the BBS for a background check. The Intern registration packet can be obtained from the office of the Clinical Training Program or by accessing the Internet website of the Board of Behavioral Sciences at: <http://www.bbs.ca.gov> and then clicking on **Forms and Publications**.

There are periodic changes in the BBS regulations. Students are required to stay up-to-date with all BBS regulations and changes by frequently logging onto the website and accessing all necessary information.

#### **Latino/a Family Studies Specialization**

Currently there is a crisis in the provision of human services in Los Angeles because of the extreme lack of available bicultural/bilingual professionals to serve our diverse Latino/a families. The Latino/a Family Studies Specialization in the MFCC program focuses on recruiting, educating and developing mental health professionals who will be able to meet the following important objectives:

1. Have a clear, in-depth understanding of the specific mental health needs of children and families in our Chicano/Latina communities.
2. Possess the necessary cultural and cross-cultural sensitivity and clinical competence to effectively serve this varied population.
3. Possess the linguistic ability to serve Spanish-speaking monolingual clients and varying degrees of bilingualism within families.

The Latino/a Family Studies Specialization is a comprehensive M.A. in MFCC degree program with a special emphasis on the diverse mental health needs of Latino/Latina children and families. It is available in a cohort group that meets for class in six (6), three-day weekend intensive format each semester. It requires the completion of 54 semester units, a clinical training component and a bilingual language component. The project is designed to fully meet the academic requirements of the California Board of Behavioral Sciences for the MFT license. Additional required coursework to complete the 54 unit specialization include:

MFT 501 Latina/Latino History and Culture  
 MFT 502 Latina/Latino Family Systems  
 MFT 503 Latina/Latino Psychology

For further information please call Connie Destito, Academic Director of the MFCC Department at (626) 397-1327.

### MFCC Continuing Education

The MFCC Department offers Continuing Education short courses and workshops in many areas of clinical theory and practice. Offerings have included: Using Art in Therapy; Working with Obsessive Compulsive Disorders; Techniques of Gestalt Therapy; Solution Focused Therapy, as well as the Object Relations Therapy series of various courses and workshops.

These programs are open to the community as well as Pacific Oaks students and alumnae/i. The Program is an approved provider of hours for Marriage and Family Therapists and Licensed Clinical Social Workers for renewal of their professional licenses, (Board of Behavioral Science Provider #PCE 853). Students and clinical interns who have a licensed supervisor may use these hours toward their optional experience hours for their licensing requirements.

### TEACHER EDUCATION PROGRAMS

#### Northwest:

Pacific Oaks College Northwest (PONW) offers an 11-month, full-time elementary teacher education program approved by the Washington State Board of Education. This intensive program is designed for students who would like to complete a teacher education program in one year. Students intern in classrooms during the school day and attend classes in the evenings.

The BA/TE/MA pathway is an option for PONW students to enter the Teacher Education Program. This option allows students to enter the full time Teacher Education Program when they are within 12 units of completing their B.A., with a provisional admittance to the M.A. program in Human Development. Upon successful completion of the first 12 units in the Teacher Education Program, the student finishes the B.A. All additional course work is completed at the M.A. level. BA/TE/MA students who complete the Teacher Education Program must complete four additional courses and a thesis to earn the M.A. Degree.

For additional information, please contact PONW at (206) 325-7669 ext. 12. Note: This program will not be offered beyond the 2003-2004 academic year.

#### Pasadena:

Note: This program is pending state approval and is subject to minor changes. See program advisor for details and updates.

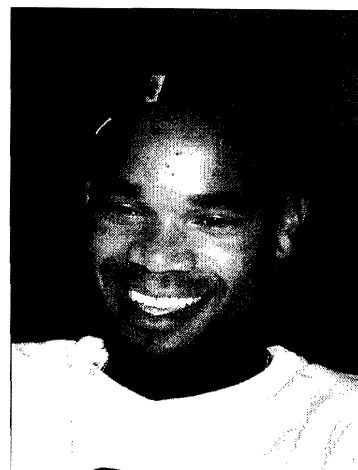
The Preliminary Multiple Subject English Learner Teaching Credential (MSEL) offered at Pacific Oaks is the first level of a two-level credential. Candidates complete the second level through an Induction program in their district of employment. The Preliminary credential qualifies candidates to teach K-12 multiple subjects in self-contained classrooms. Pacific Oaks also offers Preliminary Level I and Professional Level II Education Specialist Credential which qualifies candidates to teach students with mild to moderate disabilities in grades K-12. Students may only enroll in the Level II Education Specialist Credential when they are employed with a Level I Credential.

A student may enroll in the Teacher Education Program as a B.A. or M.A. degree student, as a B.A. student admitted through the ABLE option, or as a post-B.A. student enrolled only in the credential program

The mission of the Pasadena Teacher Education Program at Pacific Oaks College is to prepare professional educators who understand diversity, are grounded in human development, and value children. We believe that

- awareness of diversity is integral to an educational process in which each individual is valued for their own identity, culture, language and ability, and where discrimination against others is identified and challenged;
- teachers as well as students must be involved in meaningful learning experiences characterized by inquiry, reflection, and support; our courses model learning environments that take current knowledge about human development into account;
- to best serve children in public or private schools, teachers must learn to integrate constructivist approaches, standards-based instruction, and technology within a challenging and interesting curriculum.

For additional information, contact the Teacher Education Department in Pasadena (626) 397-1331.





## CREDENTIAL REQUIREMENTS

Non-course Requirements for all Credential Programs:

- B.A. degree or higher
- Certificate of Clearance (fingerprints)
- U.S. constitution Competency
- Negative TB Test
- California Basic Educational Skills Test (CBEST) passed
- California Subject Examinations for Teachers (CSET) passed (Candidates earning Education Specialist Credential only can take a SSAT exam instead of the CSET. See Advisor for details.)
- Reading Instruction Competency Assessment (RICA) passed

## MULTIPLE SUBJECT ENGLISH LEARNER TEACHING CREDENTIAL

Note: The program is in the process of re-accreditation by the CCTC and may be subject to minor changes. Please see advisor for details and updates.

- A. Part-Time Strand:
    - 42 units + 3 Extension units
    - 7 semesters
    - CBEST passed before starting
  - B. Intensive Strand:
    - 42 units + 3 Extension units
    - 5 semesters
    - CBEST passed before starting
  - C. Requirements for Both Strands:
    - ED 099 Introduction to the Teacher Education Program (1 unit)
    - ED 225 Integrated Thematic Instruction: Science, Social Studies and the Arts (3 units)
    - ED 252-4 Directed Teaching Placement and Seminar (6 units - not required for Interns)
    - ED 504 An Anti-Bias Approach to the Inclusive Classroom (3 units)
    - ED 520 A & B Cognitive Development and Mathematics in a Diverse Classroom (6 units)
    - ED 524 A & B Language and Literacy in a Diverse Classroom (6 units)
    - ED 531 Introduction to Urban School (2 units)
    - HD 200 Early childhood Themes and Lifecycle Issues (3 units)
    - HD 282 Social and Political Contexts of Human Development (3 units)
    - HD 321 Communication for Empowerment (3 units)
    - HD 400 Working with Children in a Diverse World (3 units)
    - HD 452 Reflective Teaching Online (three 1-unit sections, with 25 hours observation/participation during each)
    - EDEX 820.0 Healthy children and Classroom communities (3 Extension units)
  - D. Intern Program:
    - 36 units + 3 Extension units
    - 4 semesters
- Interns may join either strand.
- Entrance requirements are:
- Full-time employment in a public elementary school
  - CBEST and CSET passed
  - A B.A. from an accredited institution
  - Fingerprints and U.S. Constitution competency

## EDUCATION SPECIALIST CREDENTIAL (MILD/MODERATE)

In this program, candidates earn the Preliminary Level I and Professional Level II credentials, which authorize teaching of individuals ages 5-22 with mild to moderate disabilities. Teacher candidates who complete the Level I credential have five years from the date of issuance to complete the Level II credential.

- A. Level I Credential Requirements - 47 units:
    - HD 200 Early Childhood Themes and Lifecycle Issues (3 units)
    - HD 231 Communication for Empowerment (3 units)
    - HD 282 Social and Political Contexts of Human Development (3 units)
    - HD 400 working with Children in a Diverse World (3 units)
    - ED 520 A & B Cognitive Development and mathematics in a Diverse Classroom (6 units)
    - ED 524 A & B Language and Literacy in a Diverse Classroom (6 units)
    - ED 531 Introduction to Urban School (2 units)
    - SPED 239 The Child with Special Needs (3 units)
    - SPED 240 Practicum (two 1-unit sections with 25 hours observation/participation during each)
    - SPED 242 Behavior Intervention and Program Planning for Children with Special Needs (3 units)
    - SPED 243 Instructing Students with Mild to Moderate Disabilities (4 units)
    - SPED 247 Collaboration and Consultation Skills for Special Educators (3 Units)
    - SPED 257 Directed Teaching: Mild/Moderate Disabilities (6 units)
  - B. Level II Credential Requirements - 17 units
- Prerequisites:
- Possession of a Level I Education Specialist Credential (Mild/Moderate)
  - Verification of full-time employment in a public or non-public school teaching students with mild/moderate disabilities
- Course Requirements:
- SPED 300 Induction Seminar A: Developing an Induction Plan (2 units)
  - SPED 301 Induction Seminar B: Evaluating the Induction Plan (2 units)
  - SPED 302 Issues in Special Education (3 units)
  - SPED 303 Special Education law (3 units)
  - SPED 304 Advanced Strategies for Teaching Students with Mild/Moderate Disabilities (4 units)
  - SPED 305 Assistive Technology and Transition (3 units - previously SPED 241)
- Additional Requirements Prior to Recommendation for Level II Credential:
- At least 2 years of verified successful full-time employment in a public or non-public school, teaching students with mild/moderate disabilities
  - 3 units or equivalent elective
  - Professional Portfolio
  - Individual Induction Plan
  - Exit Interview
  - EDEX 820.0 Healthy Children and Classroom Communities (2 Extension units)
  - CPR: Infant/Child/Adult

To add a Multiple Subject English Learner Teaching Credential:

One Directed Teaching placement in a public elementary school.

### ■ POST GRADUATE CERTIFICATE

Pacific Oaks offers a Post Graduate Certificate for Advanced Study in Human Development, Advanced Study in Early Childhood Education, Advanced Study in Bicultural Development, Advanced Study in Leadership in Education & Human Services, or Advanced Study in Social & Human Services.

This program is open to human services professionals who already hold a Master's degree from an accredited institution and wish to participate in the Pacific Oaks learning process. Admission is granted based upon the student's development of an individual plan to meet the areas of competency and to meet the student's own individual interests. The certificate will be awarded after an assessment of the candidate's competence in the five areas required by Pacific Oaks (Development, Diversity, Communication, Research, and Implementation). The certificate is awarded based upon the assessment and completion of 15 units of course work. Assessment of competence and program planning will be conducted by the program advisor. These units may be taken in on campus and/or online.

### LOCATIONS AND TIME FRAMES

Pacific Oaks College offers classes in Pasadena, California, at Pacific Oaks Northwest (PONW) in Seattle, Washington, at Pacific Oaks Northern California (PONC) in Oakland and Visalia, and through Distance Learning online.

### PACIFIC OAKS PASADENA

All degree, program and specialization requirements are offered on the Pasadena campus during fall and spring semesters. Some degree and program requirements are available during summer session. Check with your advisor.

The fall semester begins in early September and ends mid-December (15 weeks). The spring semester begins in January and ends near the end of May (16 weeks including one week Spring break). Each class is offered in three hour blocks once a week with a few exceptions. Most classes are scheduled from 4:00 to 6:45 p.m. or 7:00 to 9:45 p.m. Some one-unit classes are offered as weekend workshops. Field experience and student teaching are typically scheduled mornings and afternoons.

Some classes will be offered on three full weekends (Saturday/Sunday) and some will be offered six full Saturdays or Sundays. All degrees, programs, and specializations are available through the weekend format.

The B.A. and M.A. courses of study, generally, may be completed by attending weekends only, except for field experience and student teaching. Marriage, Family, Child Counseling and Teacher Education Program requirements are typically not available on weekends.

Specializations which may be completed by attending mostly weekend courses are:

- Child Care
- Developmental Education
- Early Childhood Education
- Work with Infants and Toddlers
- Leadership in Education and Human Services:
  - Administration/Supervision
  - College Teaching/Teaching Adults
  - Parent/Community Work
- Bicultural Development

Programs where less than 50% of the classes may be taken in weekend courses are:

- Art Education
- Marriage, Family and Child Counseling (MFCC)
- Teacher Education/Credential Programs

Pasadena Summer Session begins in June and ends in July or early August. The six week session includes weeklong and evening classes Monday–Friday and weekend classes. The B.A., Credentials, M.A. in Human Development, and some M.A. specializations may be completed by primarily attending summers. Depending upon the number of units required, it may take from two to four summers to complete a degree.

Three unit classes are offered twice a week on two alternate days for three hours and 45 minutes per day over a six-week term. Most classes are offered from 5:00–8:45 p.m.

Weekend classes are also offered during Summer Session.

Weeklong classes are offered each term, typically early in the semester. Weeklong classes are usually scheduled from 8:30 a.m. – 4:30 p.m., and run from Monday through Friday. Reading and writing assignments are required prior to the first day of class. Early registration is required.

### PACIFIC OAKS NORTHWEST

Note: The Pacific Oaks Northwest campus will close in July 2004. Persons in the Northwest who are interested in a Pacific Oaks degree should consider our Distance Learning Program.

Pacific Oaks' branch campus in the Seattle area offers classes toward the M.A. and B.A. in Human Development and a teacher certification program.



*Louise Derman-Sparks, Human Development faculty and author with the A.B.C. Task Force of Anti-Bias Curriculum: Tools for Empowering Young Children.*



ReGena Booze, graduate and Human Development faculty member chats with student before the annual Burgess Lecture, a tradition since 1968.

**Human Development** For the B.A. and M.A. in Human Development, all required classes and a selection of elective classes are available in the Seattle area.

Seven or more classes are offered on weekends fall, spring, and summer. Additional classes, including Assessment of Experience (for ABLE students) and practicum options for B.A. students are offered as needed. Two or three Friday classes are offered each year. Weeklong classes are offered in January, July and August. (For course offerings for credential students, see Teacher Education below).

Most students are enrolled part-time and extend their program over 2-3 years. However, it is possible to accelerate the program by combining Northwest classes with Pasadena classes, independent study or online classes.

#### Northwest Human Development Program:

Veronica Barrers, Interim Academic Director  
Pacific Oaks Northwest  
1403 34th Avenue  
Seattle, WA 98122  
(206) 325-7669, ext. 11

**Teacher Education** Pacific Oaks Northwest offers a full-time, 11-month graduate program approved by the Washington State Board of Education. Upon completion of the Teacher Education program, graduate students need only three additional classes and a thesis to complete their M.A. in Human Development. This program has a separate application process. The additional units required for the M.A. in Human Development may be completed at the Northwest branch campus, in Pasadena, or in other distance learning locations. Note: this program will not be offered after the 2003-2004 academic year.

#### Northwest Teacher Education Program:

Tilman Smith, Academic Director  
Pacific Oaks Northwest  
1403 34th Avenue  
Seattle, WA 98122  
(206) 325-7669, ext. 12

#### Pacific Oaks Northwest Faculty:

Veronica Barrera  
Sharon Cronin  
Fran Davidson  
Leticia Nieto  
Zakiya Stewart

#### PACIFIC OAKS NORTHERN CALIFORNIA

Pacific Oaks Northern California offers classes leading to the B.A. and M.A. in Human Development. Weekend classes are offered in Oakland during the Fall and Spring semesters and weeklong classes are held in June. A variety of classes are offered each year, including all approach classes and several electives. All Northern California students are encouraged to take one or more classes in Pasadena, with the number dependent on the student's program and preference.

Two or more classes are also offered each year in the southern San Joaquin Valley, meeting in Visalia in Fall and Spring.

Most students enroll part-time and extend their program over two or more years. However, it is possible to accelerate the program by combining Northern California classes with classes in Pasadena, Pacific Oaks Northwest, and/or online classes. Some of the optional specializations for the B.A. and M.A. in Human Development are available in Northern California. Please contact the office for further information.

#### Northern California Human Development Program:

Pacific Oaks Northern California  
1515 Webster Street  
Oakland, CA 94612  
(510) 622-8130

#### Northern California Faculty:

Gretchen Brooke  
Karen Cardell  
Paige Parker

#### Southern San Joaquin Valley (Visalia):

Karen Cardell  
16121 Mustang Dr.  
Springville, CA 93265  
(559) 539-0231

#### DISTANCE LEARNING

Pacific Oaks Distance Learning, offering classes online, enrolls students nationwide and around the world. Most online classes last for 10 weeks in fall and spring semesters; 4-week modules are scheduled in September, January, April/May, and June. Approximately 20 classes are online each semester; these classes are the same as those offered on campus. Most specializations are available through Distance Learning. Programs available online are:

B.A., Human Development  
M.A., Human Development  
Postgraduate Certificate in Human Development or Early Childhood Education

All degree students take at least two classes (6 units) on a Pacific Oaks campus, for a minimum of two weeks during their program.

Computer-mediated instruction is available to Pacific Oaks students at any distance. Online orientation precedes classes, which are offered in Fall and Spring semesters.

Pacific Oaks' alternate time frames and locations enable students at any distance to plan individualized degree programs. Weekend classes (meeting monthly) are available at all locations. Weeklong classes are offered in Pasadena (during all terms), Northern California (Summer), and Seattle (Summer). Pasadena offers Weeklong, Weekday and Weekend classes during the Summer

Session as well as in Fall and Spring. Online classes are scheduled in Fall and Spring semesters, and students log on at any time of day or night.

### Distance Learning Program

Betty Jones and Laila Aaen, Academic Co-Directors  
Pacific Oaks College  
5 Westmoreland Place  
Pasadena CA 91103  
(626) 397-1320 or (800) 613-0300  
bjones@pacificoaks.edu or laaen@pacificoaks.edu

### Distance Learning Faculty

Laila Aaen  
Sue Bawale  
Debra Jenkins  
Betty Jones  
Judy Magee

## COOPERATIVE PROGRAMS

### The Early Childhood Consortium

The national Early Childhood Consortium brings together four pioneering colleges—Bank Street College of Education in New York, Erikson Institute in Chicago, Wheelock College in Boston, and Pacific Oaks College—in a variety of collaborative activities including conferences, publications, and teaching and learning. With advisor approval, a student at any of the colleges may include study at another Consortium college in her/his degree program.

## EXTENDED EDUCATION

As a complement to regular classes, Extended Education (EE) offers courses in Pasadena in the area of teacher education. The Marriage, Family and Child Counseling program also offers continuing education opportunities through Extended Education. Other continuing education opportunities are available in Northern California. Typically, classes offered for extended education or extension credit are held during weekends and evenings.

### Pacific Oaks College Credit for CDA Credentials.

Pacific Oaks offers up to 30 upper division semester units to qualified individuals who have earned the CDA credential by the portfolio assessment method (before June 1992) or Home Visitor. For information on fees and requirements, contact the EE office.

### Credit for Approved Training Programs.

Individuals who have completed RIE (Resources for Infant Educators) or High/Scope TOT (Trainer of Trainers) training programs may be eligible for credit through Pacific Oaks CCE. For information on fees and requirements, contact the CCE office.

For further information:

Extended Education  
5 Westmoreland Place  
Pasadena CA 91103  
(626) 397-1391  
FAX: (626) 583-6032

## GENERAL INFORMATION AND SERVICES

**OFFICE HOURS** Most College offices are open 8:30 a.m.—4:30 p.m., Monday–Friday. Admissions, College Records and Financial Aid offices are open 8:30 a.m.—6:00 p.m., Monday–Thursday and 8:30 a.m.—4:30 p.m. on Friday. All are closed weekends and holidays except as posted. It is best to call and make an appointment before driving to campus to visit an office.

## ADVISING

Pacific Oaks students are responsible for being familiar with this Catalog and the requirements for their degrees and programs. All students will be assigned an advisor upon admission. Students are required to meet with their advisor regularly to review their academic progress and standing.

## CHANGE OF ADVISOR AND/OR CAMPUS

Students may request a change of advisor when they are unable to resolve communication problems with their current advisor. Students must make an effort to resolve any issues before requesting a change. A student may ask the Academic Director or the Student Success Director to assist in this process, if they choose. Change of Advisor/Campus request forms are available from the Admissions Office. The form must be completed by the student and signed by the current advisor. Forms should be submitted to the Academic Director of your department or program. If the request is granted, the Academic Director will assign a new advisor and send the form to Admissions who will inform the appropriate parties.

Students wishing to change their campus must submit to the Admissions Office a Change of Advisor/Campus form signed by their Academic Director or Dean. Admissions will notify the student of their new advisor assigned as a result of the change in campus.

Students who request a program change may be assigned a new advisor through the Admissions Office. (See: Change of Degree, Program, or Specialization, page 34.)



*"Pacific Oaks reveals many paths to the knowledge which grows teachers who truly value children. I deeply appreciate the unique experience of the credential program which has greatly enhanced my professional career."*

Rosé Pollard



## ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

Pacific Oaks is committed to providing program accessibility to all students. Students seeking accommodations for *documented* physical and/or academic challenges must self-identify themselves to the Student Success Office prior to the beginning of classes. Last minute requests may not be accommodated due to insufficient time to make appropriate arrangements. Note: Students who do not require accommodations do not need to make their disabilities known.

### Accommodation Request Procedures

1. Students at all Pacific Oaks sites who are requesting disability accommodations must complete an accommodation request form and submit current documentation of their disability (no older than three years) to the Student Success Office located on the Pasadena Campus. (Note: Pacific Oaks does not provide diagnostic services.) Upon receipt of the required materials, the Student Success Director will contact the student initiating the request and review the next steps in the process.
2. The accommodation request and documentation will be reviewed by the Student Success Director and a determination made as to the nature and extent of accommodations that will be provided. The student will be notified in writing of the accommodations and the next step for obtaining those accommodations.
3. Students for whom accommodations have been granted must contact the Student Success Director no later than the second week of each semester to discuss their accommodation needs for that semester.
4. Specific accommodations will be arranged as follows:
  - A. Pasadena students: Accommodations to be provided will be coordinated directly with the Student Success Director.
  - B. PONW and PONC students: Accommodations to be provided will be coordinated by the designated disability coordinator at each site in consultation with the Student Success Director.
5. As appropriate and with the permission of the student, individual faculty will be informed of the need for accommodations to be made and the nature of the accommodation. Information about the nature of the student's disability will not be released by the Student Success Office or the disability coordinators at the individual sites.

Any questions regarding accommodations or the process for receiving assistance should be directed to the Student Success Director at (626) 397-1338.

## STUDENT RESOURCE CENTER

The Student Resource Center provides resources, services, and enable student to build academic and professional skills. The Center can assist students in planning, organizing and writing papers, developing study skills and learning test taking strategies. The Center also provides assistance with resume writing, time management, job search techniques and career planning. A computer lab is available in the Center which students can use for word processing, Internet and e-mail access, and employment searches. In addition, the Center provides career and study strategy workshops throughout the school year. Students can also utilize the Center's mini-library that houses both career and writing reference books.

## CAREER PLANNING

The Student Resource Center assists students in clarifying career goals and objectives, exploring career opportunities and enhancing their job search techniques. Workshops are provided on such topics as interviewing techniques, resume preparation, and time management. Additional career guidance services are provided by the Student Success Offices.

## LIBRARIES

**Andrew Norman Library, Westmoreland Place Site** The Andrew Norman Library on the Westmoreland campus supports the degree programs of Pacific Oaks and independent faculty research. The collection emphasizes early childhood education and curriculum development, human development, family systems and therapy, and child care. Materials are purchased which reflect our commitment to examine issues of racism, sexism, homophobia, ability, etc. These books, videos, and audio tapes are meant to supplement the college curriculum at the undergraduate through graduate levels.

The collection, which numbers over 17,000 titles, reflects not only current research, but also includes a Historical Collection including readers from the 1800s and many seminal works in the field of early childhood. The Friends' Collection, dating back to the mid-1800s, documents the beliefs and traditions of the Society of Friends.

In addition, the library subscribes to 100 periodicals and indices in early education, adult education, human development, family therapy, and the related social sciences. We have access to hundreds of other periodical titles through our online database services.

Books and other materials for required and re-

commended course-related reading are made available through the "reserve" section of the library.

Acquisitions for the collection are made based on faculty and student recommendations as well as valuable review sources. Users are encouraged to offer suggestions.

As part of its services the library offers formal bibliographic instruction as a required component of one of the core classes. Bibliographic instruction is also available through a number of the other classes offered at the discretion of the instructor. The librarians also provide assistance in specialized research and other reference services. Interlibrary loan services and online database searches are available through the library as well.

It is necessary to have a current Student I.D. card (available in the Business Office) to check out library materials. Students who are on an official Leave of Absence may purchase a library guest card, which is good for one year. Please contact the Library for hours of operation at (626) 397-1355.

**Children's Library, California Blvd. Site** The Children's Library, located on the Children's School campus in La Loma House, houses a small collection of juvenile books as well as AV materials. The parents of the Children's School have been dedicated in their support of the Library and efforts are currently under way to plan and redesign a "Children's Library for the 21st Century." Plans include an expanded collection for the children, particularly in anti-bias literacy materials, appropriate computer resources for children and adults, and a parent resource center.

## ARCHIVES

The Marianne Wolman Archives is housed at the Westmoreland Place site adjacent to the library. The main purpose of the archives is to preserve and make available primary source material pertaining to professionals who worked in the field of early childhood from the turn of the century onward. The archives also serves as a repository of documents relating to the history of Pacific Oaks College and Children's School. The Archives is open by appointment only and is available for use by researchers, including faculty and students, by special permission.

Appointments may be made by contacting the Library at (626) 397-1355 or an archives volunteer at (626) 397-1393.

## SPONSORED PROGRAMS

The Sponsored Programs Department coordinates the Title V project, action research projects and grants that support program quality improvement and new approaches to serving children and families throughout the state. Projects are carried out

by Pacific Oaks faculty and staff. For further information, please contact the Office of Advancement at (626) 397-1324.

## JONES/PRESCOTT INSTITUTE, HIXON CENTER FOR EARLY CHILDHOOD EDUCATION

The Jones/Prescott Institute began as a vision of Carolyn Denham, the seventh President of Pacific Oaks College. Her desire to redefine Pacific Oaks' leadership role in the national dialogue about early childhood education led to the establishment of the Institute as a place to develop and carry out innovative programs and initiatives that reflect the most current thinking in early childhood education and parent training. To address these issues, the Institute has established the following goals:

1. To define best practices which lead to desired outcomes in early childhood education programs with focus on developmental approaches to learning
2. To build a well-prepared cadre of early childhood professionals who can successfully implement high quality programs for children
3. To empower parents to become advocates in the lives of their children and to provide them with tools for participating effectively in their children's development and learning
4. To foster new community linkages for the improvement of early childhood education and to participate in existing partnerships
5. To promote wider access to Pacific Oaks College and its programs.

The Institute is currently involved in developing and marketing a parent education curriculum.

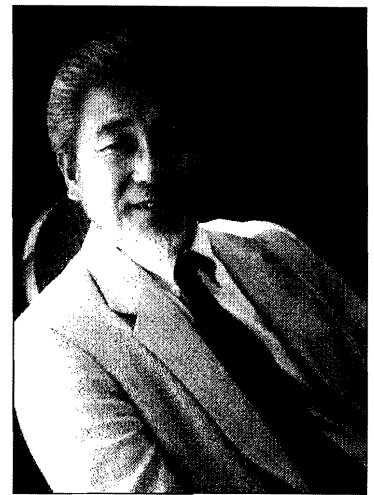
For more information about the Institute and its programs, please contact Renatta Cooper, Institute Director at (626) 397-1305.

## EARLY CHILDHOOD EQUITY ALLIANCE

The Early Childhood Equity Alliance (ECEA) is a national network of people working towards equity and justice for all young children, families and communities by linking together, organizing in local communities, and expanding knowledge for social change.

The Early Childhood Equity Alliance is housed at Pacific Oaks College Northwest. The Bernard van Leer and A.L. Mailman Foundations have generously funded infrastructure development. The New Tudor and Peppercorn Foundations are generously supporting the Teaching Umoja Research Initiative and developing a process for supporting local activist groups.

ECEA envisions a world which shares resources



**"Pacific Oaks provided me with a better understanding of group dynamics and human behavior. And it really sharpened my interest in teaching."**

*Ken Nakaba, Chair,  
Department of Landscape Architecture,  
College of Environmental Design,  
Cal Poly Pomona.*

equitably for children, families and communities to create safe places where all

- feel that they belong, have all aspects of their identity affirmed,
- learn from each other across cultural boundaries,
- actively address biased behavior through open communication and willingness to grow and
- work together to challenge and change institutionalized forms of bias.

This vision includes an early childhood care and education system that is responsive and reflective of all children, families and communities. The Early Childhood Equity Alliance will serve as a hub—linking and connecting people all over the country and around the world who work collectively to bring this vision into being.

For more information or to become an ally, please contact:

Early Childhood Equity Alliance  
1403 34th Avenue  
Seattle WA 98122  
(206) 324-4744  
Fax: (206) 324-2383  
Info@equityalliance.net

### 2003–2004 TUITION AND FEES

Tuition/per unit	\$600
Tuition/Cohort per year	\$16,300
Application Fee for Admission	\$55
Application fee for readmission (absent 5 or more years)	\$55
Re-entry fee	\$30
Late registration fee	\$25
Late transaction fee (per transaction)	\$30
Student Services fee (per semester)	\$30
Online Fee (per semester)	\$60
Petition waiver fee	\$30
Interlibrary loan transaction fee	\$1+
Library card (guest) per year	\$35
Library card (student not currently enrolled)	\$10
Prospective student's official transcript evaluation (applicable to application fee)	\$25
Application fee for non-matriculating students	\$30
Student teaching fee: (for directed teaching)	\$160
Assessment of experience (ABLE option—1 unit course fee)	\$600
B.A. per unit (upper division)	\$125
M.A. (B.A. equivalency) fee	\$3,750
Materials fee (per class)	\$15–50
Change of Program fee	\$15
Extension credit for College course (per unit)	\$170
Child Development Permit Processing Fee (per level)	\$10

### Graduation Fees

B.A.	\$40
M.A.	\$65
Multiple Subject Credential—Preliminary	\$20
Multiple Subject Credential—Professional Clear	\$20
Education Specialist Credential	\$20
Late application for Graduation	\$40
Personal copy of thesis (optional)	\$25

### Transcript Fees

P.O. Transcript	\$10
P.O. Emergency Transcript (one day service)	\$20
Other Schools/each (credential students only, when sent for licensing purposes)	\$10
EE Transcript	\$5
EE Rush Transcript	\$15

### Teacher Education Fees

(Contact Teacher Education Department for CCTC Credential Application fees)

U.S. Constitution Exam	\$35
Health Education Competence	
A. Alcohol and Substance Abuse	\$35
B. Nutrition	\$35
Emergency Permit Renewal (Form CL 469)	\$10
Credential Processing	\$35

### Children's School Practicum

Fingerprint clearance through FBI and Child Abuse	
Index through California Department of Justice*	\$93

Note: Teacher Education students doing an off-site practicum must contact the Teacher Education Office regarding fingerprint clearance.

\* Contact Children's School Administrator for forms.

### Business Office Fees

Late Payment Fee	\$10
Charge for returned checks	\$20
Payment plan enrollment fee	\$25/semester or \$45/year
Missed Payment Fee	\$25
Finance charge (per month on unpaid balances and on payment plans)	1 1/2%

Fees subject to change without notice. Fees are non-refundable. All funds owed the College must be paid when due. Any student whose account is past due may be refused registration privileges until the account is settled. Transcripts and diplomas will not be released until all bills have been paid. Credential Services (i.e., CL 469, credential application) are not available until all bills have been paid.

Payment plans are only available through "FACTS" and are subject to the enrollment fee. For more information, contact the Business Office: (626) 397-1311 or (800) 699-1311.

### STUDENT SERVICES FEE

All students enrolling in Spring, Summer or Fall will be charged a Student Service Fee of \$30. This fee covers such services as orientation, outreach, Student Success, student sponsored events and commencement activities. Non-matriculating students are exempt from this fee.

### TUITION

Tuition is due on the payment deadline or first day of class, whichever comes first. All students must complete a Payment Election Form. Tuition must be paid according to the payment plan elected.

### TUITION REFUND SCHEDULE

Drop slips, signed by advisor and received in College Records will have the following refund schedule applied to them:

Within the add/drop period	100%
After the add/drop period	0%

Note: Students who do not attend a class and *who do not officially drop the class* will be charged for the class.

Students are advised that if they received Financial Aid and would be due a refund in accordance with the above schedule, any refund due would be returned to the Financial Aid Programs rather than to the student according to the following:

The portion of a refund or overpayment to be returned to the Title IV programs is the lesser of either the amount of Title IV aid (minus work study earnings) received for the payment period or the amount obtained by multiplying the institutional refund by the appropriate fraction.

## COLLEGE POLICIES

### CLASS NUMBERING SYSTEM

All classes are open to all students, except as noted in this catalog. With the exception of ED (Education), MFT (Marriage, Family and Child Counseling) and Sp Ed (Special Education), all classes have the HD (Human Development) prefix. Class numbering does not indicate class level. All classes give upper division and/or graduate credit, except DC 192, DC 401–406, and HD 097, HD 098 and HD 099. For the B.A. at Pacific Oaks, “CD,” “DC” and Extension courses give upper division credit.

*Classes may not be repeated for additional credit except as noted in individual class descriptions.*

### CLASS WAIVER PROCESS

Certain required classes in the Pacific Oaks curriculum may be waived by students who meet specific criteria. Processes currently exist for waiver of the following requirement:

1. Thesis Development (HD 277, Part A and/or B and/or C)

Requirements met by waiver do not appear on the transcript. Students may still be responsible for the units associated with the waived requirement. Waiver forms and instructions can be obtained from College Records or academic advisors. The approval process begins with the academic advisors. Please consult with your advisor to determine eligibility to attempt a class waiver.

### EVALUATIONS

Pacific Oaks views goal-setting and evaluation as part of a shared learning process in which instructors and students are both actively involved. For this reason, Pacific Oaks does not issue letter grades as a means of evaluation. Evaluation is by written statement in which the instructor and student have had direct input. These written narrative evaluations become part of the student's transcript.

Evaluations often include information in re-

sponse to the following questions:

- 1) Did the student engage intellectually with the class material?
- 2) Did the student engage affectively with the class material?
- 3) Was the student skilled in written communication?
- 4) How did the student participate in the dialogue process and in class discussions?
- 5) What is the student's ability to implement the class material in her/his own classroom or job?
- 6) Did the student demonstrate appropriate level(s) of competence?

Narrative evaluations can be translated into letter grades for students who request a letter grade or grade point average for graduate applications or financial aid/scholarship applications. Students must submit documented proof of the requirement with their request to the Provost's office.

**Satisfactory (S)** This grade is given when a student has successfully completed all class requirements.

**May Complete (MC)** A May Complete enables a student who has completed a substantial amount of work for a class to satisfy the remaining requirements for passing that class within a specific time and according to specific requirements determined by the class instructor. Students have up to one month prior to the end of the semester following the term in which a May Complete was given (until the end of either April or November) in order to submit any written work required to satisfy the completion of the class. If the May Complete requirements are not satisfied by the end of the semester following the term in which the MC was assigned, a grade of Permanent Incomplete will be given. (*See May Complete Policy on page 35.*)

**Permanent Incomplete (I)** Students will receive a Permanent Incomplete when: they have received a May Complete and the contract period has elapsed without successful completion of the contracted work; or the instructor determines that a May Complete is not warranted. In both instances full payment for the class is required. To receive credit for the class, it will be necessary to register and pay for the class again.

**Evaluation Delayed (ED)** A student will receive an Evaluation Delayed when the instructor has not submitted an evaluation. The College will take necessary steps to insure that evaluations are received in a timely manner; however, students should also take responsibility to follow up with the instructors.

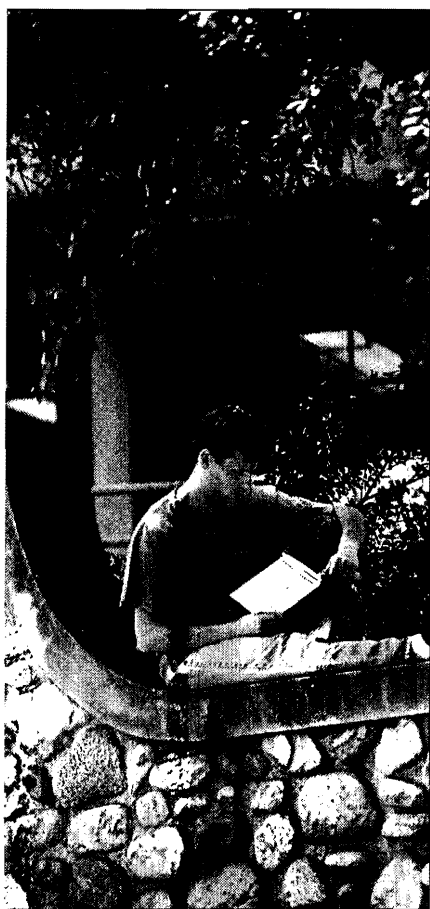
**Work in Progress (WP)** Work in Progress is given when a student is enrolled in a class, Independent Study or Master's Project which extends beyond one semester.

### ACADEMIC PROBATION

Students with 7 units or more of “May Complete” or “Incomplete” will be placed on academic probation and given one semester in which to rectify the situation. The student will be given written notice of the probationary status along with the actions needed to remove the probation. A copy of the notice will be sent to the student's advisor and the instructors of the courses in question.

Students remain eligible for financial aid during the one semester of academic probation. If the student does not reduce the “MC” or “I” units to 6 or less by the end of the semester of probation, the student will not be eligible to register or receive financial aid until such time as this criterion is





reached. Students on probation can enroll only if they are retaking a course in which they received an "I." Students can repeat "I" courses only twice. Inability to successfully complete core or program requirements may prevent a student from graduating.

Students who receive one "May Complete" or "Incomplete" will be sent a copy of the policy so that they are aware of the possible consequences of receiving more than one such evaluation.

### LEAVE OF ABSENCE

Situations may arise that require a student to take time off from their studies. Students who find themselves in this situation need to file a "Request For Leave of Absence" form prior to the end of the first semester of leave. A Leave of Absence can be extended for up to one year.

Note: If a Leave of Absence is requested for a term in which a student is currently enrolled, an Add/Drop form must accompany the Leave of Absence Request.

During a Leave of Absence a student can re-enroll at anytime before their leave expires. Once five years have passed since the last enrollment, a student will be required to apply for readmission.

Students who are using loans to fund their education must be mindful that there is a six-month grace period before repayment of loans must begin. A Leave of Absence does not prevent loans from coming due. Not enrolling for one semester means that approximately four months of the six-month grace period will be used and a student's loan will come due two months after graduation. Any leave longer than six months does mean that loans come due immediately after that six-month grace period is over regardless of the date of graduation.

If a student does not return as scheduled, the college must change her/his status within 60 days to "Withdrawn," with an effective date of the last date of attendance.

### RE-ENTRY FEE

If a student is not continuously enrolled and does not take an official Leave of Absence, she/he must pay a re-entry fee upon return in order to be an active student.

### TRANSCRIPT REQUESTS

A transcript of College work costs \$10 per copy. Please allow five-ten working days for processing a college transcript request. An emergency college transcript may be requested for a \$20 per copy fee. Please allow one working day for processing. All requests for College transcripts should be addressed to:

College Records  
Pacific Oaks College  
5 Westmoreland Place  
Pasadena, CA 91103

All requests should include the following information: Name(s) while in attendance at Pacific Oaks; *signature* of student; social security number; phone number; date of birth; complete address where transcript should be sent; and dates of attendance, if known.

All requests for EE (Extension) transcripts should be addressed to:

Extended Education  
Pacific Oaks College  
5 Westmoreland Place  
Pasadena, CA 91103

All requests should include the following information: Name(s) while in attendance at Pacific Oaks; signature of student; social security number; date of birth; complete address of where transcript should be sent; class completed; and dates of attendance, if known. An Extended Education transcript costs \$5 per copy. (\$15 for a Rush transcript.)

Note: Transcripts will not be issued to students who have an outstanding balance on their account or who owe Library fees.

### ADD/DROP POLICY

Students are responsible for dropping classes in which they no longer desire to be enrolled. Drop forms must be signed by the advisor and submitted to College Records prior to the Add/Drop Deadline published in the Schedule of Courses.

Deadline is usually:

Weekday Classes: end of second week of term

Weekend Classes: two weeks after first weekend

Weeklong Classes: Second class session

Online classes: follow the Weekday schedule unless otherwise notified.

Any refund due to a student will be in accordance with the refund schedule (see page 32).

### PROGRAM CHANGE PROCEDURES

After discussing a change with her/his faculty advisor, the student submits a completed Program Change form to Admission indicating the degree/program, etc. to be added, dropped or changed. A \$15 fee must accompany the form if the student is beyond the first term of enrollment. Only Admissions Office personnel may waive the fee.

### Specific Changes

1. Specializations. Admissions will send an email to the faculty advisor requesting approval for the change. The student, faculty advisor/academic department will be notified when the change has been effected. Admission to the Art Education specialization requires a questionnaire and an interview with the advisor, Larry Garf.
2. Cohorts. Students wanting a change from self-paced to cohort or cohort to self-paced must file a program change. Admissions will send an email to the faculty advisor/department director requesting

approval for the change. The student, faculty advisor/academic department will be notified when the change has been entered in the computer.

3. Credentials. Student seeking admission to a credential program must submit the form and a passing CBEST score to Admissions. For students who have been interviewed and are being advised by Teacher Education (TEP), Admissions will forward copies of the form to the student and TEP notifying them that the student has been admitted to the appropriate credential. Students who are advised by Human Development faculty will also need to submit the TEP Questionnaire and CBEST score with the Program Change form. The student's file will be sent to TEP and the student will be interviewed. The student, TEP, and the current advisor will be notified of the program change and a TEP faculty will then advise.
4. ABLE 1) Students wishing to change from traditional admission to admission by the ABLE option must submit an ABLE questionnaire, justification for the change to be made after admissions, and a letter of support from her/his advisor. The Admissions Committee will review the request and, if approved, the student will be interviewed by an ABLE advisor. Admission will notify the student and current advisor of the decision. The ABLE advisor will then advise until Assessment is completed. 2) All requests for changes between degrees (B.A. or M.A.) within the ABLE admission option will be reviewed by the ABLE Coordinator and the ABLE Advisor. The decision will be communicated to the student by the ABLE Coordinator or Admissions. No student may enroll in HD 298 Assessment of Experience until the change has been approved.
5. MA/HD to MFCC. M.A. students wishing to change to the MFCC degree must submit the MFCC Questionnaire along with the Program Change form to Admissions. The student's file will be sent to the MFCC Department and the student will be interviewed. The student and the Departments will be notified of the program change and an MFCC faculty will then advise.
6. MFCC to MA/HD. MFCC students wishing to change to the MA/HD degree must have an exit interview with the advisor and then submit a Program Change form to Admissions. The student's file will be sent to the Human Development Department and the student will be reviewed. The student and the departments will be notified of the program change and a HD faculty will then advise.

## ELIGIBILITY FOR REGISTRATION & COMMENCEMENT

Students must submit a Graduation Application to College Records during the last semester of their program. College Records will then do a "grad.

check" to insure that all degree or program requirements have been completed. For students planning to participate in Commencement ceremonies, the Graduation Application must be submitted by March 1. In order to participate in Commencement, students must be fully admitted and have no outstanding coursework. In addition, it is the policy of Pacific Oaks College and Children's School that no student is eligible to register or participate in commencement until any and all outstanding balances owed to the institution from a previous semester have been paid in full. The Business Office must also verify that payment in full has been received.

This policy does not exclude students on payment plans. Students on payment plans can only register after their last payment is made to and noted by the Business Office. Payment plans should be completed by November 30th for the Fall semester and April 30th for the Spring semester.

## MAY COMPLETE POLICY

A May Complete is only available to students who have completed a substantial amount of work required for a particular class. Instructors are responsible for notifying students that a May Complete is being awarded. Faculty will discuss remaining class requirements with the student involved and agree upon the criteria for satisfactory completion of the class. A written contract will then be issued, setting out the conditions for successfully completing the class. Faculty are responsible for making arrangements with other instructors in those cases where repeating the class is a component of the May Complete contract. Evaluations for May Completes are submitted, following the same time line for classes conducted during the term in which the MC is completed.

If written work is required to complete the class, this must be submitted to the class instructor at least one month prior to the end of the semester following the one in which the May Complete is given [i.e., the end of April (for Fall classes) or November (for Spring/Summer classes)]. Instructors may set an earlier deadline if they wish. Students who fail to meet the conditions of the May Complete contract will automatically receive a Permanent Incomplete.

Students with seven or more units of May Complete may not register for the following term until those classes have been completed.

## STUDENT RIGHTS AND RESPONSIBILITIES

Each student is responsible for the following:

1. Read the Catalog and Schedule of Classes. They contain all of the information needed to facilitate smooth planning. Questions are encouraged.
2. Submit official transcripts to the Admissions Office when transfer coursework has been completed, whether courses are for completion of entry requirements or addition-



- al transfer credit.
3. Register for classes in keeping with registration deadlines.
  4. Complete drops, adds, and changes of class by the published deadlines (see Add/Drop, page 34).
  5. Make an appointment to see your advisor who must sign all registration forms each time you register or change your schedule. Students unsure about who advises them should contact the Admissions Office.
  6. Apply for aid, finalize number of units for the semester, and sign their financial aid check in the business office by the published deadlines in the schedule, catalog, and other distributed announcements.
  7. Pay tuition and fees in full or develop a payment plan on or before the first day of the term. Students who have made no financial arrangements will be asked to withdraw from class(es).
  8. Meet all payment deadlines in a timely manner. If they are not met, in addition to being asked to withdraw from current class(es), students will be unable to obtain transcripts, diplomas or certificates, and will be denied future payment plans. Students may incur legal fees and substantial finance charges.
  9. Follow up on understandings and agreements with the student services offices and faculty.
  10. Adhere to standards of confidentiality regarding information shared by classmates and instructors during class discussions.
  11. Students who believe they have followed directions, have met deadlines, and who still have a problem with one or more student services offices or instructors, should contact the Student Success Director who will act as a facilitator in resolving the problem.
  12. Keep copies of all transactions, records and receipts. These copies will verify transactions in the event a document has been misplaced or if there is a disagreement.
  13. Submit change of name, address, or phone number to College Records in writing with supporting documents (court order, drivers license, or other form of positive identification). Name changes apply to permanent student files (but not their contents) and computer records; mentions of your previous name as it appears throughout your narrative evaluations, which are part of your official transcript record, are not changed.
  14. Requests for a change of program or campus must be submitted to the Admissions Office. Notification will be provided when it is approved or denied.
  15. It is the student's responsibility to check office hours before driving to Pacific Oaks. It is recommended that students call offices or faculty before driving to the campus.
  16. Park in designated areas only. Please refer to the Student Handbook for additional information.
  17. All Pacific Oaks College students are asked to be willing to engage actively in thinking, discussion, and change as we all learn about the nature, dynamics and impact of bias and oppression, and the ways in which theories, practices and institutions are oppressive. It is important that we all be willing to risk growing and changing together, rather than clinging to old theories and practices simply because they are familiar and comfortable.
  18. Pacific Oaks College's anti-bias commitment applies to all areas of discrimination, including those based on race, ethnicity, class, sexual orientation, gender, age, disability. Respect is expected to be shown toward persons in all categories, both generally and as individuals. It is each student's responsibility to approach interactions and diversity openly, and to act from one's centered, adult compassionate self.

## CHILDREN IN THE CLASSROOM

The Pacific Oaks mission statement reflects a commitment to meeting the needs of children and families. In keeping with our mission, we actively and knowingly recruit students who have family and other obligations. We expect that parents will make arrangements for child care off campus. The administration, faculty and staff of the college understand that situations may arise where student's child care arrangements fall through. When such a situation arises, the student is asked to notify the instructor in advance to discuss whether the presence of the child can be accommodated within the context of the classroom setting.

The personal care of the child (feeding, diapering, etc.) should be handled discreetly and in such a way as to not interfere with the ongoing work of the class. If, in the view of the instructor, the educational process of the class is being disrupted, the student may be asked to remove the child from the classroom. Students who have concerns about the policy and/or its implementation should discuss their concerns with the student and/or instructor involved. If the matter cannot be resolved at that level, the matter may be referred to the Dean of Student Services for review.

It is the College's hope that all adults at Pacific Oaks will grow in their appreciation of and tolerance for the presence of children in their environments, despite the complexity that children may produce in an academic setting. As students of human development, we expect that problems will occur; our aim is not to eliminate the problems, but to become skillful problem-solvers. The presence of differences (in age, culture, language, ability, lifestyle and values) in any group adds to its potential for conflict—and for the growth of all its members—and offers us experience in collegial conflict resolution.

## PRIVACY RIGHTS

Pacific Oaks College recognizes and conforms to the regulations set in accordance with the Family Educational Rights and Privacy Act of 1974 (The Buckley Amendment). Students have access to their records, with the exception of those considered confidential under the Act. Students may make an appointment to view their records in the College Records Office during regular business hours. Files may not be removed from that office. Students may obtain copies of their records, except, again, those covered under the Act (i.e., copy of the academic record for which a financial "hold" exists; transcript or an original or source document existing elsewhere; confidential letters/recommendations associated with admission). A copying fee may be assessed.

Within the Pacific Oaks community, only those members, individually or collectively, acting in the student's educational interest are allowed access

to student educational records, except when information is required by: judicial order; state or federal agents in connection with audit or evaluation of federal legal requirements; for financial aid requirements; an accrediting organization; organizations conducting educational studies, provided the studies will not permit personal identification. Information released from Pacific Oaks College will state that no other party shall have access without the written consent of the student. Any information regarding students that is not personally identifiable may be released at the discretion of the Provost and/or Dean of Student Services.

Students may challenge the contents of their educational records on the grounds that they are inaccurate, misleading, or otherwise inappropriate, by discussing their problems informally with the Director of Registration and Records. If student and Director agree, records will be amended. If agreement is not reached, a statement of challenge should be submitted in writing to the Provost or Dean of Student Services, who will review the complaint and take necessary action.

At its discretion, the institution may provide Directory Information in accordance with the provision of the Act. Directory Information includes: student name, address, telephone number, date and place of birth, major field of study, units currently enrolled, dates of attendance, degrees and awards received, and previous educational agencies or institutions attended by the student. Requests for non-disclosure must be filed with College Records at the beginning of each academic year (within the first two weeks of the semester) and remain in effect for one year. Students may make written requests for non-disclosure of information at two levels: 1) Phone and address only, or 2) non-disclosure of any information (this level of confidentiality would result in a response to any inquiries about you that "Pacific Oaks has no information about that individual." You would need to provide a written release to anyone, including loan companies and employers, who might need verification of your status at Pacific Oaks.) It is Pacific Oaks' policy that failure on the part of any student to request withholding of Directory Information indicates individual approval for disclosure.

For a copy of the Family Educational Rights and Privacy Act contact: The Family Educational Rights and Privacy Office, Department of Education, Switzer Building, Washington, D.C. 20202

## STUDENT CONDUCT

**Behavior:** Students enrolled in the college are expected to conduct themselves in a manner compat-

ible with the College's function as an educational institution. Behavior that is disruptive and/or interferes with the educational process is disrespectful of the rights of others and is not acceptable.

**Confidentiality:** Classes at Pacific Oaks are interactive, drawing on the rich experiences of faculty and student alike. Often in the course of these discussions, information of a personal or potentially damaging nature is shared. It is the expectation of the college that such information will remain confidential, allowing all to share freely without fear of disclosure outside the classroom. Breaches of confidentiality damage the building of community and trust and are not acceptable.

**Academic Integrity:** Academic dishonesty (ie. cheating, forgery, plagiarism) depreciates the learning experience. It is fundamental that students contribute to the ideal of academic integrity and accept individual responsibility for their work.

**For all of the above:** In most instances accusations are based on evidence which is not contested by the accused student. The incidents shall be resolved between the parties involved and a written report will be filed in the student's permanent folder so that any future incidents may be referred to the Provost or Dean of Student Services.

Major violations may result in disciplinary action, up to and including dismissal from the College.

## HARASSMENT POLICY

The Student Rights and Responsibilities listed on page 35 echo Pacific Oaks' strong commitment to creating and maintaining an environment free from any type of unlawful harassment. However, the college recognizes the need to establish a more defined policy regarding sexual harassment and harassment. Harassment is destructive to the mission of the institution and will not be tolerated. The following is the College policy for harassment complaints. Because of the importance of this policy, it is everyone's responsibility to bring such matters to the attention of proper personnel as quickly as possible so that prompt, effective action can be taken. Pacific Oaks cannot act on matters of which it is unaware.

### Harassing Conduct

Harassment includes verbal, physical, and visual conduct that creates an intimidating, offensive, or hostile learning and/or working environment. Such conduct constitutes unlawful harassment when:

- a. Submissions to the conduct is made either an implicit or explicit condition of employment;
- b. Submission or rejection of the conduct is used as a basis for academic evaluation or employment decision;

- c. Harassment interferes with an individual's educational or work performance or creates an intimidating, hostile, or offensive learning or working environment.

Harassing conduct may take many forms, including but not limited to slurs, jokes, statements, pictures, gestures, or cartoons regarding an individual's sex, sexual orientation, race, color, national origin, ancestry, religion, age, gender, physical or mental disability, genetic information or characteristics, veteran status, or any other condition or characteristic protected by federal, state or local laws.

### **Sexual Harassment**

Sexual harassment is one specific type of harassment. It is prohibited by Pacific Oaks policy, as well as federal and state law. Pacific Oaks is committed to providing a workplace and learning environment free of sexual harassment. Sexual harassment may include explicit sexual propositions, sexual innuendoes, suggestive comments, sexually-oriented kidding, joking, teasing or practical jokes, jokes about specific gender, traits, offensive or obscene language or gestures, displays of offensive or obscene printed visual material, and physical contact of a sexual nature.

By law, all reports of harassment must be investigated and appropriate action must be taken.

### **Who May File a Complaint**

Any student, staff, faculty member, or independent contractor may report an incident of sexual or other unlawful harassment against any other member of the College community who is believed to have violated the policy.

### **How to File a Complaint**

A complaint alleging a violation of the harassment or sexual harassment policy may be brought to any appropriate member of the College community. Examples of designated persons within the College community would be: Human Resources Director, Provost, Dean of Student Services, Student Success Director, Academic Directors, or supervisors. In all cases, except if the complaint is against the Human Resources Director, the Human Resource Director must be notified immediately by the designated staff member, and will investigate the complaint. If the complaint involves the Human Resources Director, the Dean of Student Services should be notified.

In the complaint procedure, the Human Resources Director will inform the complainant of the pertinent considerations involved, such as:

- the details of the complaint process;
- the issues involved in the complaint;
- possible resolutions;
- provisions in the policy for protection of the complainant's confidentiality within

the parameters required of the investigation, need for truthfulness, keeping complainant informed of progress, action requested from the complainant;

- provisions in the policy for protection of the alleged offender's confidentiality within the parameters required of the investigation, need for truthfulness, right to be notified of any complaint.

The investigation will include, but not be limited to, interviews with the complainant and the alleged offender. The purpose of the investigation is to establish whether there is a reasonable basis that the alleged violation(s) of the harassment policy occurred.

The Human Resources Director will interview the complainant, the alleged offender and witness believed to have pertinent or factual knowledge of the allegation. The complaint will be investigated in the most confidential manner possible. Every reasonable attempt will be made to handle a complaint in an expeditious manner.

The possible outcomes of the investigation are:

- a finding that there is a reasonable basis that the violation occurred;
- a finding that there is no reasonable basis that the allegation occurred;
- a finding that the evidence is not conclusive one way or the other

When the investigation determines that there is reasonable basis that a violation occurred, the College will take appropriate action. Examples of appropriate actions for Pacific Oaks students and employees include, but are not limited to:

- written notice in personnel or permanent academic file;
- reassignment of the person who is in violation of the policy;
- dismissal of the person who is in violation of the policy

If the complainant or the accused is not satisfied with the outcome of the complaint process, either party may request the Dean of Student Services to review the matter. The Dean of Student Services will act in as expeditious a manner as possible. The complainant may also pursue options outside of the College, such as filing a complaint with the California Department of Fair Employment and Housing (DFEH) or the federal Equal Employment Opportunity Commission (EEOC). DFEH may be contacted at 200 "O" Street, #120, Sacramento CA 95814-5212 or by telephone at (916) 445-9918. The EEOC can be contacted at 1801 "L" Street, Northwest, Washington, D.C. 20507 or at (800) 669-4000.

### **STUDENT COMPLAINT PROCEDURES**

Students who feel they have a complaint relating to

an action by a member of the college community have the following procedure available:

When a student has a complaint, s/he is encouraged first to consult with the person involved before initiating the complaint. If the student determines that the complaint may be handled more appropriately without the person's involvement, s/he may consult with her/his advisor to assist in determining the reasonable course of action, or the student may contact the head of the appropriate department, or the designated complaints officer, Pat Meda, Student Success Director. (PONW students should contact Tilman Smith, PONW Student Services Coordinator.)

When complaints filed with the head of the department have not been resolved, the student may bring the complaint to designated complaints officer (see above) for further action.

The designated complaints officer will discuss the concerns outlined by the student and the options available for resolution. Should the student elect to proceed with a formal complaint, the concerns must be outlined in writing, specifying the complaint, identifying dates and person(s) involved as accurately as possible, and indicate what result(s) that s/he is seeking. The formal written complaint will be forwarded by the designated complaints officer within ten instructional days to the person(s) named in the complaint and to the appropriate department head for a response within ten instructional days.

Should the written response not resolve the complaint, then the designated complaints officer will convene a conference with all parties concerned within ten instructional days, for the purpose of achieving a resolution of the complaint.

The complaints officer will keep all written statements, transcripts, minutes, and resolutions associated with the complaint as part of the confidential files of the campus.

If the conference resolutions do not satisfy the complainant, the designated complaints officer will notify the Provost/Dean and forward the complaint for resolution. The Provost/Dean will review the minutes, transcripts, and other pertinent statements and discuss the complaint with the parties involved. If complaints filed with the Provost/Dean have not been resolved, she/he will issue a decision to resolve the complaint.

The decision of the Provost/Dean will be final. Appeals or formal hearings to the president or board of trustees will not be provided. The Provost/Dean will inform the president of the decision.

### PROCEDURES REGARDING EVALUATIONS:

No complaints requesting a class evaluation review will be considered after one semester from the date of issue of that evaluation. Student complaints re-

lated to grades will be reviewed as follows:

Students are encouraged to consult with the instructor before initiating a grade review process as outlined in this procedure.

The student will provide the evaluation received in the course, together with the reason for the complaint, specifying as accurately as possible all pertinent performance indicators and attendance data, if applicable. This information will be filed in writing with the designated complaints officer. The complaints officer will forward the complaint to the department head and to the course instructor for instructor's review and possible adjustment.

The course instructor will return her/his decision in writing indicating the basis on which the decision was made and include the current evaluation written for the student, the evaluation criteria for the course, performance indicators, and attendance data, if applicable, achieved by student in that course. The decision is transmitted to the student through the complaints officer with whom the complaint was initially filed.

Ordinarily, the above process of review should be sufficient, but if the student feels there were extenuating circumstances, a conference may be requested with the Academic Director, the course instructor, and the complaints officer. The conference will investigate the circumstances of performance in the course and determine appropriate adjustments if warranted.

Since the evaluation of course proficiency is exclusively within the province of the instructor(s) for a particular course, any adjustments or grade changes may be initiated only by that instructor(s), or under proven extenuating circumstances, by the chief academic officer.

### APPEAL PROCEDURE

A student may appeal a staff, faculty, or administrative decision in writing. Informal efforts to resolve the matter must be undertaken first. These should include (1) meeting with the party with whom you disagree and (2) discussing the situation with the Student Success Director. Note: Admissions decisions may not be appealed.

If the informal processes do not resolve the situation, the student may choose from one of two formal appeal processes: the administrative appeal process or the appeals committee process. (Note: Admissions decisions cannot be appealed.)

#### 1. Administrative Appeal Process

- a. The student appeals in writing to the supervisor of the party in the dispute. (If it is a staff member, the appeal goes to the Department Director. If it is a faculty member, the appeal goes to the Academic Director. If the dispute is with the Academic Director or Department Director, move to "b.") The written appeal should outline the steps taken to date, the extent and nature of conversations with the person with



whom the student disagrees and what outcome the student is seeking. This appeal is to be submitted within 14 calendar days of the conclusion of the informal appeals process.

- b. If the Department/Academic Director's decision is not acceptable to the student, she/he may appeal to the Provost (for faculty/academic matters) or the Dean of Student Services (for student services matters) in writing within 14 days of the Department/Academic Director's decision. The Provost/Dean will review the entire appeal process and determine if a different decision is warranted. The Provost/Dean's decision will be communicated to the student in writing within 10 calendar days of receipt of the written appeal. The decision of the Provost/Dean is final. No appeals to the President or Board of Trustees will be provided.
- c. The timeline outlined in this procedure may be extended in extenuating circumstances by the Provost/Dean, with concurrence of all parties.

## 2. Appeals Committee Process

- a. If the appeal does not lead to a satisfactory solution, the student may appeal, in writing within 14 calendar days, to the Faculty Appeals Committee (via the Provost's Office). The written appeal should outline the steps taken to date, the extent and nature of conversations with the person with whom the student disagrees and what outcome the student is seeking. The Faculty Appeals Committee is composed of three people: a faculty member nominated by the student, a faculty member nominated by the person with whom the student disagrees, and the Chair of the Faculty Appeals Committee. (If the disagreement is with the Chair, another person acceptable to both the student and the other party will be appointed chair.) The Committee will convene to review the student's appeal. The student will be notified, in writing, of the time and place of the meeting and will be invited to attend. The student may bring any witnesses (excluding legal counsel) that might be relevant and will verbally present her/his case to the Committee. The Committee takes the appeal under advisement, reaches a decision and communicates that decision to the student, in writing, within 10 calendar days of the meeting.
- b. If the Faculty Appeals Committee's decision is not acceptable to the student, she/he may appeal to the Provost (for faculty/academic matters), or the Dean of Student Services (for student services matters) in writing within 14 calendar days of receipt of the Faculty Appeals Committee decision. The Provost/Dean will review the entire appeal process and determine if a different decision is warranted. The Provost/Dean's decision will be communicated to the student in writing within 10 calendar days of receipt of the written appeal. The decision is final.
- c. The timeline outlined in this procedure may be extended in extenuating circumstances by the Chair of the Faculty Appeals Committee or the Provost/Dean, with concurrence of all parties involved.

## SPECIAL ASSISTANCE FOR CHEMICAL DEPENDENCY

The 1986 Higher Education Amendments include a stipulation that schools and colleges take action to prevent alcohol and drug addiction on their campuses. This is in response to national research showing that drug use and alcohol abuse are high among the traditional college age population.

An alcohol and chemical dependency treatment referral list is available in the office of the MFCC

department. In addition, the college offers 2 courses in substance abuse, one offered by the MFCC department for students and college credit, and one offered by the Extended Education department for the community/staff and students who can enroll for continuing education credit.

Pacific Oaks prohibits the unlawful possession, use, or distribution of drugs and alcohol by students or employees on College property, or as any part of institutional activities.

An individual who is determined to be impaired or who becomes impaired (impaired meaning that the individual's normal physical or mental abilities have been detrimentally affected by the use of substances) while on College property is guilty of a major violation of institution policy and is subject to severe disciplinary action. Severe disciplinary action can include suspension, dismissal, or other penalty deemed to be appropriate under the circumstance. Use, possession, transfer, or sale of any illegal substance on College property is prohibited and violators are subject to severe disciplinary action including the notification of appropriate authorities.

This policy is distributed annually to all students and employees pursuant to Public Law 101-226 (The Drug-Free Schools and Communities Act Amendment of 1989).

Pacific Oaks will regularly review the terms of this policy to:

- A. Determine its effectiveness;
- B. Implement changes, as needed, and
- C. Ensure that sanctions are consistently reinforced.

## VETERANS POLICIES

This institution will conduct an evaluation of the veteran's or eligible person's previous education and training, grant appropriate credit, shorten the veteran's or eligible person's duration of the course proportionately and notify the Veteran's Administration and student accordingly.

A veteran or eligible person who obtains a grade point deficiency below an overall "B" average and accumulates more than 6 units of "May Complete" or "Incomplete" will have her/his veteran's benefits terminated. A veteran or eligible person may not register for additional classes until such time as the "MC"s have been removed. ■

## EDUCATION

**ED 099 1 UNIT**  
**INTRODUCTION TO THE TEACHER EDUCATION PROGRAM**

This seminar provides an overview or an orientation to the Teacher Education program and the requirements that lead to a preliminary credential. Presentation of the Teacher Performance Expectations and Teacher performance Assessments will be emphasized. Students are introduced to the portfolio development and assessment process that monitors their progress in successfully completing the preliminary credential.

**ED 220 3 UNITS**  
**ELEMENTARY CURRICULUM WORKSHOP: INTRODUCTION TO DEVELOPMENTAL CURRICULUM AND SCIENCE**

Students participate as hands-on learners in an exploration of curriculum theory and practice. Basic principles of science discovery learning are presented as a vehicle for understanding and implementing an interactive curriculum. Students build a framework for curriculum development through experimentation with materials, classroom organization and management, and educational and social issues. Concepts of the open classroom, individualized curriculum, the teacher-as-learner, and critical thinking will be discussed and modeled.

Special emphasis is placed on the inclusion of English language learners through Specially Designed Academic Instruction in English (SDAIE) strategies as they access core curriculum.

**ED 222 3 UNITS**  
**CURRICULUM DEVELOPMENT: READING AND LANGUAGE ARTS**

This course offers an introduction to reading and writing processes, and to the major theories that support reading and writing instruction in the K-5 classroom. Emphasis is on incorporating state Frameworks and Standards into a program that also draws on children's real-life experiences and knowledge about language. In a learning environment that parallels that of a dynamic elementary school classroom, students will explore reading and language arts through readings, discussions, activities, observations, and reflection. Key topics include the reading process, phonemic awareness and phonics, second language acquisition and SDAIE strategies, elements of a balanced reading program including guided reading and the writing process, lesson planning, student assessments, and children's literature. This course requires at least eight hours of classroom observation and participation.

**ED 223 3 UNITS**  
**CURRICULUM DEVELOPMENT: SOCIAL STUDIES AND THE INTEGRATED ARTS**

Students, as teachers/learners, will create a conceptual framework for K-5 Social Studies that weaves together language arts, drama, literature, music, dance, and visual arts as integral parts of an exploration of the historical and sociocultural forces that shape our lives. Students will be introduced to state Frameworks and Standards, and will explore ways to integrate the Social Studies curriculum across subject areas. Students will create a thematic unit that demonstrates their ability to think creatively, plan instruction, utilize school and community resources, and integrate the Arts. Emphasis will be placed on the inclusion of English language learners through Specially Designed Academic Instruction in English (SDAIE) to help them access content area knowledge. This course requires at least two hours of classroom observation.

**ED 225 3 UNITS**  
**INTEGRATED THEMATIC INSTRUCTION: SCIENCE, SOCIAL STUDIES AND THE ARTS**

Students, as teachers/learners, will explore the concept of using science, social studies, and the visual and performing arts as a frame for the rest of the curriculum. Topics in social studies and science will be approached through hands-on learning, critical thinking, and using the community as a real-world text. Students will be introduced to state frameworks and standards and will create a thematic unit that demonstrates their ability to think creatively, plan instruction, utilize school and community resources, and integrate all curricular areas. Additionally, participants will have opportunities to examine standard texts, curricula and materials used in public schools, and to analyze the impact of biases and misconceptions on children's learning. Emphasis will be placed on the inclusion of English language learners and children with special needs.

**ED 228 3 UNITS**  
**CURRICULUM DEVELOPMENT: BILINGUAL INSTRUCTIONAL METHODS**

This class is designed to provide a framework for instruction of children whose primary language is one other than English. Constructivist paradigms will be utilized to provide relevant theoretical and practical information related to bilingual instructional methods with a goal of development of cultural competence and cultural respect for young learners growing up in a bilingual world. This class meets the requirements for CLAD Certification.

**ED 252 6 UNITS**  
**DIRECTED TEACHING: KINDERGARTEN**

Student teachers work in a public elementary school kindergarten classroom for a placement of approximately 15 weeks. Beginning by teaching in only two content areas per day, the student teacher gradually advances to a two-week complete take-over in which he/she is in charge of both curricular planning and implementation, as well as discipline and management. The practicum is accompanied by a seminar which all student teachers attend. Topics include discipline/classroom management, cooperative learning, the effective teacher, research, discussion skills, higher order thinking skills, holistic teaching strategies, lesson planning, dealing with stress, parent-teacher interaction, the first week of school, substitute teaching, testing and other issues. Students complete various assignments for the seminar, including audio and video tapes, journals, peer coaching, observations, lesson plans in all content areas and an instructional unit.

*Prerequisite:* Successful completion of all coursework, CBEST, CSET and Certificate of Clearance.

**ED 253 6 UNITS**  
**DIRECTED TEACHING: PRIMARY**

Student teachers work in grades 1, 2 or 3 at a public elementary school for approximately 15 weeks. Beginning by teaching in only two content areas per day, the student teacher gradually advances to a two-week complete take-over in which he/she is in charge of both curricular planning and implementation, as well as discipline and management. The practicum is accompanied by a seminar which all student teachers attend. Topics include discipline/classroom management, cooperative learning, the effective teacher, research, discussion skills, higher order thinking skills, holistic teaching strategies, lesson planning, dealing with stress, parent-teacher interaction, the first week of school, substitute teaching, testing and other issues. Students complete various assignments for the seminar, including audio and video tapes, journals, peer coaching, observations, lesson plans in all content areas and an instructional unit.

*Prerequisite:* Successful completion of all coursework, CBEST, CSET and Certificate of Clearance.

**ED 254 4 UNITS**  
**DIRECTED TEACHING: UPPER ELEMENTARY**

Student teachers work in grades 4, 5, or 6 at a public elementary school in a placement of approximately 15 weeks. Beginning by teaching in only two content areas per day, the student teacher gradually advances to a two-week complete take-over in which he/she is in charge of both curricular planning and imple-



mentation, as well as discipline and management. The practicum is accompanied by a seminar which all student teachers attend. Topics include discipline/classroom management, cooperative learning, the effective teacher, research, discussion skills, higher order thinking skills, holistic teaching strategies, lesson planning, dealing with stress, parent teacher interaction, the first week of school, substitute teaching, testing and other issues. Students complete various assignments for the seminar, including audio and video tapes, journals, peer coaching, observations, lesson plans in all content areas and an instructional unit.

*Prerequisite:* Successful completion of all coursework, CBEST, CSET and Certificate of Clearance.

### **ED 292 1-3 UNITS INDEPENDENT STUDY**

Available for students in the Credential program(s) to meet some individual competency and/or program requirements. An independent study contract signed by the faculty supervisor is required at the time of registration. Classes offered at Pacific Oaks may not be taken for independent study. Please consult the Schedule of Classes for registration deadlines.

### **ED 436 3 UNITS ADVANCED TECHNOLOGY IN THE CLASSROOM**

The purpose of this class is to develop candidates' knowledge of computer software and classroom technology applications. The class will also explore effective models for using technology with special needs and culturally diverse students. Because most candidates will already be working as teachers with Preliminary Credentials, they will be required to implement computer-based instruction in their own classrooms. They will also be required to observe other teachers and to be observed themselves. Key competencies include personal use of technology for analyzing data; communicating/presenting via electronic media; interacting and collaborating via computer-based tools; familiarity with available resources in classrooms, libraries, computer labs, and district and county media centers; involvement in school site technology efforts; and use of technology to assess student learning and to provide feedback for students and their parents.

*Prerequisite:* Basic computer proficiency as determined through admissions questionnaire or advisor; all requirements for a Preliminary Credential, or Preliminary Credential applied for.

### **ED 504 3 UNITS AN ANTI-BIAS APPROACH TO THE INCLUSIVE CLASSROOM**

In this course participants explore the culture of schools from a perspective of di-

versity and inclusion. The socio-political context of today's public schools provides the basis for examining issues of institutional oppression of students who have differences in gender, race, culture, abilities and class, and the impact that these practices have on our students' success and failure in the classroom. Participants will learn how to develop and implement anti-bias curriculum and instructional strategies that include all students in the school community. Accommodations for at-risk students and students with special needs will be explored by examining classroom environment, learning styles, and school district policy.

### **ED 508 3 UNITS HUMAN DEVELOPMENT AND LEARNING**

This course provides interns with an overview of theories, research and knowledge of human development and learning across the life span, with a particular focus on critical pedagogy and the school-age years. Through the works of Darder, Erikson, Freire, Gay, Gardner, Gilligan, Hale, Kohlberg, Piaget, Ramirez and Castaneda, Vygotsky and others, interns explore aspects of physical, cultural, social, ethnic identity and intellectual growth and development. We begin with self-knowledge as we reflect on our own cultural identity and life-span development issues. Theoretical knowledge of the issues and behaviors at each age will be covered and bridged with practical classroom application. The course will also support the development of observation skills and formal and informal assessment strategies related to the ongoing identity, intellectual, social, linguistic and physical development of the learner from a transformative learning and culturally democratic perspective. Observing and supporting the learners' development of cultural negotiation and cultural democracy skills are included in this class.

*This course is the equivalent of HD 200 for PONW Teacher Education interns.*

### **ED 513 3 UNITS TEACHING AND LEARNING IN A DIVERSE WORLD**

Interns learn to observe and identify key characteristics of a successful teaching/learning environment. Attention is given to the basic philosophies of education which underlie current theoretical models of the classroom. These models are examined in detail from historical and functional perspectives. Interns explore ways to integrate these approaches in developing appropriate curriculum, effective management systems, assessment tools and classroom design and structure. Interns explore the role of the teacher in establishing classroom tone. This seminar addresses issues of culture, diversity and power in the classroom, including

the cultural and learning needs of the ESL, bilingual and bicultural student. Interns are expected to reflect upon the cultural roots of their current perspectives, to develop a theoretical and practical understanding of anti-bias work in confronting the "isms" of contemporary society through curriculum, attention to learning styles and acknowledgment of their authority role as teachers.

*This course is the equivalent of HD 400 for PONW Teacher Education interns.*

### **ED 520 A & B 6 UNITS COGNITIVE DEVELOPMENT AND MATHEMATICS IN A DIVERSE CLASSROOM**

This two-semester six-unit course focuses on the theoretical and practical aspects of teaching mathematics to elementary students in a diverse classroom. In keeping with the cognitive theories of Piaget, Vygotsky, brain research, and Gardner, emphasis will be placed on the implications of a constructivist theory in terms of the role of the teacher, the classroom environment and student learning. Participants will therefore actively apply cognitive theoretical content to mathematics instruction. The unique needs of English language learners and children with special needs will be addressed throughout the course. This course uses the NCTM standards for the teaching and learning of mathematics as a framework for creating developmentally appropriate, learning-centered curriculum.

### **ED 521 2 UNITS INTEGRATED MATH/SCIENCE CURRICULUM**

This seminar course is a model of developmental curriculum integration and creative learning environments. Emphasis will be placed on integrative approaches to elementary mathematics curriculum from experiential concrete manipulation to abstract symbolization and concept development. The goal is to connect theory and practice, engaging the child's natural curiosity of mathematical patterns and relationships. Students will explore elements of physical and psychosocial environments, classroom management, manipulative math curriculum materials, and learning activities. Students will be introduced to basic principles of science and scientific inquiry as a way of understanding and implementing theory and practice of interactive curriculum.

### **ED 522 2 UNITS INTEGRATED ART/LITERACY/LANGUAGE ACQUISITION**

Explores theories and practices in teaching reading and writing: literacy issues and socio-cultural contexts and biases, whole language, language experience, integrated phonics, individual assessment

of language skills, and the role of the dramatic arts and music in language development. Developing a framework for learning that incorporates life experience as a source of oral and written language will be emphasized.

**ED 523 1-3 UNITS**  
**CURRICULUM DEVELOPMENT: SOCIAL STUDIES AND INTEGRATED ARTS**

Students, as teachers/learners, will create a conceptual framework for K-5 Social Studies that weaves together language arts, drama, literature, music, dance and visual arts as integral parts of an exploration of the historical and socio-cultural forces that shape our lives. Students will be introduced to state Frameworks and Standards, and will explore ways to integrate the Social Studies curriculum across subject areas. Students will create a thematic unit that demonstrates their ability to think creatively, plan instruction, utilize school and community resources and integrate the Arts.

Emphasis will be placed on the inclusion of English language learners through Specially Designed Academic Instruction in English (SDAIE) Strategies to help them access core content area knowledge. The course requires at least two hours of classroom observation.

*Prerequisites:* HD 520 Cognitive Theory into Practice or equivalent coursework in theories of cognitive development and HD 282 Social and Political Contexts of Human Development and HD 220 Sociolinguistics (may be taken concurrently).

**ED 524 A & B 6 UNITS**  
**LANGUAGE AND LITERACY IN A DIVERSE CLASSROOM**

This two-semester six-unit course focuses on the historical, theoretical and practical aspects of teaching reading, writing, speaking, and listening to elementary students in a diverse classroom. Emphasis is on incorporating state Frameworks and Standards into a program that also draws on children's real-life experiences and knowledge about language. In a language environment that parallels that of a dynamic elementary school classroom, students will explore reading and language arts through readings, discussions, activities, observations, and reflection. The unique needs of English language learners and children with special needs will be addressed throughout the course. Key topics include the reading process, phonemic awareness and phonics, primary and second language acquisition, the role of language in learning, SDAIE strategies, elements of a balanced reading program including guided reading and the writing process, lesson planning, inclusion, student assessments, children's literature, enrichment versus deficit models of schooling, bilingual/ESL education, and analysis of classroom discourse.

**ED 525 3 UNITS**  
**COGNITIVE THEORY INTO PRACTICE: ECE MATH, SCIENCE AND TECHNOLOGY CURRICULUM**

This class focuses on theoretical and practical aspects of teaching math, science, and technology in the ECE classroom with an emphasis on constructivist and developmental theory. Students will actively apply cognitive theory to mathematics, science, and technology curriculum development and assessment with attention to state standards. Issues related to the socio-cultural context of mathematics, science, and technology are integrated into the course content. Students will deepen their own math, science, and technology competency as they practice curriculum development and assessment for the classroom. Emphasis placed on math, science, and technology as a process of seeking answers to questions about phenomena through experiential methods. Students will prepare and facilitate open-ended activities with children. This class is designed to enable students to feel joy in teaching math, science, and technology.

**ED 526 3 UNITS**  
**ECE CLASSROOMS AS A CONTEXT FOR DEVELOPMENT**

This class will focus on creating deliberately inclusive classroom environments characterized by belonging, social responsibility, citizenship, and anti-bias practices. Students will explore Social Studies through constructivist models of pedagogy and assessment that emphasize cultural relevancy and meaning making by learners. Students will develop specific planning methods (lessons, units and projects) that support an emergent, in-depth study approach while being accountable to state requirements for public school. Students will also become familiar with the dynamic tension created by the structures of public schooling and the personal needs of children.

**ED 527 3 UNITS**  
**BILINGUAL INTERNSHIP**

Students interested in earning a supporting endorsement in Bilingual (Spanish/English) Education will need to demonstrate competence in the following areas in order to successfully complete a Bilingual (Spanish/English) internship.

1. Teaching Spanish to Spanish language learners
2. Teaching English to English language learners
3. Teaching subject content in Spanish to Spanish language learners
4. Teaching subject content in English to English language learners
5. Teaching subject content in Spanish to native Spanish speakers
6. Teaching subject content in English to native English speakers
7. Teaching in a dual language program
8. Advocating on behalf of English language learners

These competencies may be demonstrated in a full time or part time internship placement in which the intern has the opportunity to work with at least six English language learners.

*This course is available to PONW Teacher Education interns only.*

**ED 528 3 UNITS**  
**CURRICULUM DEVELOPMENT: BILINGUAL INSTRUCTIONAL METHODS**

This class is designed to provide a framework for instruction of children whose primary language is one other than English. Constructivist paradigms will be utilized to provide relevant theoretical and practical information related to bilingual instructional methods with a goal of development of cultural competence and cultural respect for young learners growing up in a bilingual world.

**ED 529 3 UNITS**  
**BILINGUAL/BICULTURAL ECE INSTRUCTIONAL METHODS**

This class is designed to provide a framework for teaching young children whose primary language is one other than English as well as teaching a second language to English speaking children. It will cover relevant theoretical and practical information related to bilingual early childhood methods with a goal of development of cultural competence and respect for young learners growing up in a bilingual world. The emphasis is on the development of a language plan, selecting options for organizing language usage (time, schedule, teacher, or classroom based models), and responding to the linguistic and cultural backgrounds of children and their families in curriculum planning. Cultural Transmission through song-games and fingerplays will be a central component of this class. Expect regular demonstrations, high level interactions, and opportunities to practice in simulations, presentations, and role-plays.

**ED 530 1 UNIT EACH**  
**THE CULTURE OF SCHOOLS, A, B, C**

The Culture of Schools is designed to support students in their journey into Primary School teaching. The Culture of Schools Seminars take a reflective and an ethnographic approach to becoming a teacher. Students will be introduced to the professional ethics of public schools, the social norms and the social political context of urban schools. Students will be expected to apply their knowledge from other courses to critically reflect on their development as teachers.

**ED530 A** Section A of this class will offer orientation and advising opportunities for the preschool through third grade teacher education program. Students will meet other P-3 students and talk about their program plans and how they see themselves progressing through the pro-



Lorraine Lima, Pacific Oaks alumna.



Trevor Dobbs, MFCC faculty member.

gram. Students will also be oriented to public school primary classrooms. Students will visit four diverse schools. Students will participate in a variety of ethnographic and reflective assignments to help them develop an understanding of primary educational settings.

**ED530B** Section B of this class will continue to meet in a seminar to examine the history and social and political foundations of public schooling in a democracy and the state and federal laws governing education.

**ED530C** Section C of this class will provide the structure of students to construct their culminating portfolio. Students will create and present a portfolio highlighting their positive impact on student learning. The portfolio process will include four steps: Introduction to Portfolios, preliminary review of evidence, peer review of portfolio and faculty review of portfolio.

### **ED 531 2 UNITS** **INTRODUCTION TO URBAN SCHOOL**

Interns observe a variety of public school environments, focusing on the culture and politics of school institutions and diverse models of classroom practice, and participate in related discussion seminars. Schools are chosen to highlight current educational issues and trends. The focus of the seminars is on educational structure and governance; school professionals and the law; student and parental rights and responsibilities; professional ethics and the law; school reform and trends in teacher evaluation.

### **ED 543 3 UNITS** **CURRICULUM DEVELOPMENT:** **LANGUAGE AND LITERACY**

This year-long seminar introduces interns to the essential aspects of an integrative, developmental literacy program which includes reading, writing, speaking and listening. Interns explore a variety of theories of language development as well as approaches to the teaching of literacy skills in order to develop classroom practices that enable all children to become competent, effective users of language in all of its forms. Particular attention is placed on the learning needs of children whose first language is not English in order to support their literacy development in both English and the home language. In addition, socio-cultural contexts and biases as they relate to language and literacy development are explored and integrated into the development of instructional strategies. Interns will develop a working understanding of state learning goals (EALRs) in Reading, Writing and Communication as well as a variety of assessment processes developed to measure student growth and instructional effectiveness. The interns will complete the seminar by articulating their philosophy of literacy development as well as methods

and strategies they intend to use in their own classrooms.

*This course is available to PONW Teacher Education interns only.*

### **ED 544 3 UNITS** **CURRICULUM DEVELOPMENT:** **MATHEMATICS**

This seminar is based on the curriculum standards of the National Council of Teachers of Mathematics as well as state learning goals (EALRs) in mathematics. Theory and practice are interwoven to establish an understanding of mathematics based on a problem-solving approach to mathematics instruction. Developmental theory, observations of children, information regarding learning styles, multiple intelligences and cognitive science provide a framework for the development of appropriate mathematical experiences. Interns broaden their own understanding of number concepts, pattern, statistics and probability, geometry, and spatial sense, measurement and logical thinking through activities which develop concepts from the concrete manipulative-based level through the stages to abstract understanding and symbolization. The selection of appropriate materials and activities which will build strong conceptual understanding is stressed. Issues related to socio-cultural contexts and biases are integrated into the constructive, active learning environments. The role of assessment will be addressed through observation, discussion and information regarding the use of problem-solving tasks and portfolios of work.

*This course is the equivalent of ED 221 for PONW Teacher Education interns.*

### **ED 545 4 UNITS** **CURRICULUM DEVELOPMENT**

**a. Science:** Introduces interns to the constructivist approach to teaching science. Emphasis is placed on understanding science as a process of seeking answers to questions about natural phenomena by using hands-on experiences. Interns participate in activities from several curriculum sources. They prepare and facilitate open-ended science activities in the classroom where their students investigate a topic, debrief their observations and are able to revisit the topic. Interns will develop a working understanding of the state guidelines (EALRs) in science as well as a variety of assessment strategies. Additional issues such as social and cultural contexts, biases, effective questioning strategies and room organization will be considered in terms of strengthening the presentation of science lessons. Finally, this seminar is designed to enable interns to feel comfortable teaching science, to develop a broad vision of what can be considered sci-

ence, and to integrate science topics across the curriculum.

**b. Social Studies:** Interns will utilize essential concepts and principles of social studies to design developmentally appropriate curriculum that is meaningful, relevant and interesting to students. A working understanding of the state learning goals (EALRs) and a variety of assessment methods will be developed. Readings and discussions will focus on approaches that provide opportunities for children to learn in a variety of settings, that involve interns in doing in-depth investigations of topics of interest to them, and that are culturally relevant to the personal and social needs of the learner.

**c. Technology:** Exposure to and practice with the latest classroom technologies including the Internet and World Wide Web is a key focus of this course. Issues relating to the appropriate use of technology at various developmental levels, classroom management, curriculum integration and access and equity are also addressed. Interns work extensively with Apple Macintosh and Apple IIE computers to explore numerous software titles in Math and Language Arts and to develop strategies for using computers for word processing, problem-solving, skills development and cooperative learning. Interns also work with portable Alpha Smart keyboards, camcorders, VCRs, Lego Logo kits, and graphics and database programs to investigate the powerful potential of these tools for both teachers and children. More basic technologies including 16 mm film projectors, overheads and opaque projectors are also explored.

**d. Integrating the Curriculum:** This seminar presents development of integrated curriculum, thematic studies and creative learning environments in a hands-on interactive format. Interns build a framework for curriculum development and implementation through exploration of theory, role playing, materials, organization, management and educational issues. Classroom work and readings include the concepts of developmentally appropriate practice, learning styles and the multiple intelligences. Interns explore a variety of ways to integrate various content areas into curriculum planning.

**e. Health and Physical Education:** Through a series of workshops, students are introduced to the role of health and physical education in the elementary classroom. Issues such as child abuse, sexuality education, nutrition and substance abuse are addressed.

*This course is available to PONW Teacher Education interns only.*

**ED 547 3 UNITS**  
**IMAGINATION AND CULTURAL**  
**EXPRESSION IN THE CLASSROOM**

In this seminar students will explore the creative process through art, music and drama. The emphasis will be on the arts as communication, as reflection of culture and history, and as a tool for community building and integrating all aspects of the curriculum.

*This course is available to PONW Teacher Education interns only.*

**ED 551 3 UNITS**  
**DIRECTED TEACHING: PRESCHOOL**

Students participate in a 14 week supervised part time internship in a diverse preschool setting. Students take progressive responsibility for planning and teaching. Students must successfully complete at least two weeks of independent teaching during which time they take full responsibility for all the instructional and non-instructional tasks each day, day after day, for at least two consecutive weeks.

Students enrolled in a directed teaching internship will need to demonstrate competence in the following areas:

1. Teaching English to English language learners
2. Teaching subject content in English to English language learners
3. Supporting student's first language development
4. Advocating on behalf of English language learners
5. Assessing stages of language acquisition and planning appropriate curriculum and instruction for students at different stages of language development
6. Work with families of students

*This course is required for PONW P-3 interns and available only in PONW.*

**ED 553 4 UNITS**  
**DIRECTED TEACHING: PRIMARY**

Students participate in a full time supervised internship in a primary classroom in a school with a diverse student body. This course also includes a reflective seminar that meets for two hours every other week throughout the term. Students are expected to solo teach for a minimum of three weeks as a part of this 14 week internship. Solo teaching includes all the planning, curriculum development and teaching day after day week after week for at least three weeks. Solo teaching includes taking full responsibility for all instructional and non-instructional tasks. Students must demonstrate consistent competence in all nine areas of the Pacific Oaks Evaluation tool and the Washington State Pedagogy Assessment tool in order to complete this internship.

**ED 554 6-8 UNITS**  
**DIRECTED TEACHING: INTERMEDIATE**  
Students participate in a supervised placement in an intermediate setting. One of the two required placements must be in a classroom of ethnic, linguistic, cultural and economic diversity.

*This course is available to PONW Teacher Education interns only.*

**ED 562 1 UNIT**  
**REFLECTIVE SEMINAR**

This seminar provides students in the PONW Teacher Education program with an opportunity to discuss and problem-solve issues, concerns and successes that arise in their placements. Students will also develop and strengthen those communication skills necessary to be an effective teacher. These include: active listening; active and appropriate engagement in groups as participant, facilitator and/or leader; cross-cultural awareness and competence; and critical thinking in written and oral communication.

*This course is available to PONW Teacher Education interns only.*

**HUMAN DEVELOPMENT**

**HD 095 0 UNITS**  
**ADVANCE TO CANDIDACY SUPPORT**

This class is for students who have taken HD 277 Thesis Development and have not yet advanced to candidacy. Structure of this class will include one weekend class and regularly scheduled opportunities for meeting with the instructor. Focus of this class is to provide support, expertise, information and encouragement for students in the thesis proposal process. Students are preparing themselves to advance to candidacy.

**HD 097 0 UNITS**  
**INTRODUCTION TO**  
**PACIFIC OAKS PEDAGOGY**

A weekend workshop designed to provide an overview of Pacific Oaks Pedagogy with special attention to (1) participation, (2) critical thinking, (3) writing, and (4) presentations. The implementation of Pacific Oaks' mission statement throughout the curriculum is also reviewed. Opportunities for exploration, discovery, reflections are utilized in order to familiarize students with skills to enhance their engagement with course concepts, dynamics and material.

**HD 200 3 UNITS**  
**EARLY CHILDHOOD THEMES AND**  
**LIFE CYCLE ISSUES**

Each stage of life poses a task to be accomplished. These tasks appear as a challenge and bring the chance for growth, but also a fear of failure and discomforting

disequilibrium. Themes which begin in early childhood—attachment, separation, autonomy, accomplishment and failure—recur later in the life cycle. Awareness of their beginnings and knowledge of psychosocial developmental theories enables adults to be aware of the resolution of these themes in their own lives, as well as in children's lives. This class requires extensive reading and a research project which meets the research competency.

*Note:* Students who take HD 200 as a weeklong or online class must also take HD 262 Research Seminar to meet the research competency requirement.

**HD 201 3 UNITS**  
**ADVANCED STUDIES IN HUMAN**  
**DEVELOPMENT**

This class explores in depth how themes which begin in early childhood recur later in the life cycle. Building on knowledge of Erik Erikson's theory and other psychosocial and cognitive theories, the participants will add and integrate theoretical and personal knowledge of growth during the life cycle and the interaction between the contexts of development and psychological development. We will examine our own developmental paths and look at choices made and options taken or rejected. A research project focusing on a developmental issue is required.

The class will emphasize development in adulthood.

*Prerequisites for HD 201:*

1. All of the following:
  - a. M.A. or post baccalaureate student
  - b. Knowledge of Erik Erikson's theory and other psychosocial theories
  - c. Knowledge of cognitive theories
  - d. Ability to observe and interpret data
  - e. Ability to reflect on one's own and others' life development and process or
2. M.A. or post-baccalaureate student, and previous completion of HD 200.

*Not open to B.A. Students.*

*Note:* Students who take HD 201 as a weeklong or online class must also take HD 262 Research Seminar to meet the research competency requirement.

**HD 203 3 UNITS**  
**THE EARLIEST YEARS**

Focus on the significance of earliest childhood, from birth to age three, in the human life cycle, with emphasis on trust and autonomy, sensory-motor explorations, and the beginning of language and play. This course will examine the range of typical and atypical development in diverse cultural contexts in the preschool years. Observation of child behavior from the perspective of its meanings for the child will be included. Students will develop skill in designing culturally rele-

vant and inclusive home and group care environments for optimum development of caring relationships and learning.

**HD 213 3 UNITS**  
**EVALUATING ENVIRONMENTS AND PLANNING FOR CHANGE**

The goal of this class is to teach people who are responsible for children and children's programs to analyze environmental dimensions and to examine the range of environmental variables that govern the behavior of children and staff.

There will be opportunities to observe at Pacific Oaks and in other settings and to problem solve by altering the environment. This class is recommended for those anticipating doing a practicum in the Spring semester. By arrangement, this class may give credit for Administration/Supervision of Child Care Programs.

**HD 218 3 UNITS**  
**COGNITIVE DEVELOPMENT: HOW CHILDREN LEARN**

An active investigation of the implications of cognitive developmental theory for early childhood education and the elementary classroom. Objectives of the class include: 1) acquisition of understanding of basic constructivist theories, primarily those of Piaget and Vygotsky; 2) exploration of the cultural and developmental perspectives of cognitive theory; and 3) application of theory to the diverse educational needs of children. Emphasis will be placed on the implications of constructivist theory in terms of the role of the teacher, the classroom environment, and the curriculum.

**HD 220 3 UNITS**  
**SOCIOLINGUISTICS: ISSUES OF LANGUAGE AND CULTURE**

Focuses on the development of language within the social context and its implications as one of the most powerful transmitters of culture. The role of language as a tool of social domination or liberation will be explored. Emphasis will be placed upon issues of bilingualism and literacy as they relate to the process of bicultural development in American society; on analyzing primary and second language acquisition; and on instruction of bilingual learners. This course meets one of the CLAD requirements in California and a bilingual and/or ESL endorsement requirement in Washington.

**HD 225 ABC 1 UNIT**  
**ISSUES OF LANGUAGE AND CULTURE A, B, C**

These modular courses will focus on the development of language within the social and political context and its implications as one of the most powerful transmitters of culture. The modules within this course will focus on the role of language as a tool of social domination or

liberation. Areas of emphasis will include the historical, psychological and cognitive factors of language development. Particular emphasis will be placed upon issues of bilingualism and literacy as they relate to the process of bicultural development in the Continental U.S. society.

**A: ISSUES OF LANGUAGE AND CULTURE**  
**A: BICULTURAL/BILINGUAL IDENTITY DEVELOPMENT**

Cultural response patterns and development of bicultural identity. Becoming bilingual. Impact of systemic oppression on development.

**B: ISSUES OF LANGUAGE AND CULTURE**  
**B: LANGUAGE AND CULTURAL MEANING**

Language acquisition and communicative behaviors within the sociocultural context. Transmission of culture through language.

**C: ISSUES OF LANGUAGE AND CULTURE**  
**C: TEACHING BICULTURAL AND BILINGUAL LEARNERS**

Strategies for incorporating the dynamics of cultural diversity within the classroom environment.

*Note:* All three sections of HD 225 must be completed to satisfy core requirements.

**HD 228 3 UNITS**  
**CHILDREN'S LITERATURE**

Required for this class is a willingness to be both adult and child as we explore and examine the impact of books upon young minds. We will create positive and memorable curriculum experiences for children by group exposure to a wide variety of children's books and methods. We will explore when and how to use books and language to meet specific needs, and how to create an environment that encourages a magical encounter between children and literacy.

**HD 231 3 UNITS**  
**COMMUNICATION FOR EMPOWERMENT**

This class will empower students to make connections with other people. Four areas of communication will be addressed: active listening for meaning; fluent concise and organized writing; active, appropriate, and engaging group facilitation and leadership; and articulate, organized verbal communication and presentation of self. In addition, students will develop and strengthen their ability to think critically, integrating the subjective and objective, in all the areas of communication. They will examine the impact of their values and biases on communication across cultural, racial, class and gender lines.

**HD 232 3 UNITS**  
**COMMUNICATION SKILLS AND INDIVIDUAL DYNAMICS**

In spite of the fact that we spend a great deal of our time with others, rarely do we have an opportunity to see ourselves clearly as we interact with others. The capacity to see ourselves clearly in social interactions is the nucleus of our empathy and the basis of the helping process. Hence, knowledge of ourselves is, indeed, very valuable, in that it leads into the worlds of other people. The focus of the present class is largely experiential, with a central objective being the improvement of our communications skills and the use of ourselves in positive ways in interactions. Students will have the opportunity to learn about themselves by sharing their thoughts, ideas and feelings with group members. A variety of techniques will be used to assist us in our learning and growing. Among these will be active listening, re-framing, role-playing and socio-drama. Context-building for mutual understanding will be an ongoing component of the class.

**HD 235A 1 UNIT**  
**COMMUNICATION FOR EMPOWERMENT: ONLINE**

What is the impact of the online format on interpersonal communication? How can existing skills be applied and adapted to improve the effectiveness of online communication?

*Note:* Communication for Empowerment is offered in this modular format online.

*Note:* All three sections of HD 235 must be completed to satisfy core requirement.

**HD 235B 1 UNIT**  
**COMMUNICATION FOR EMPOWERMENT: IN THE LIFE CYCLE**

Engagement with developmental stages can be enhanced or diminished by communication dynamics. Students will explore the impact of effective communication on specific life cycle issues.

*Note:* Communication for Empowerment is offered in this modular format online.

*Note:* All three sections of HD 235 must be completed to satisfy core requirement.

**HD 235C 1 UNIT**  
**COMMUNICATION FOR EMPOWERMENT: IN CULTURE**

One of the most challenging issues we face in cross-cultural communication is the potential for misunderstanding and the need to move from an ethnocentric orientation to the place of cultural equity. Students will examine proxemics, kinesics and paralanguage along with power dynamics.

*Note:* Communication for Empowerment is offered in this modular format online

*Note:* All three sections of HD 235 must be completed to satisfy core requirement.





**HD 240 3 UNITS**  
**MODELS AND METHODS OF FAMILY/SCHOOL COLLABORATION**

Students study the many avenues for parent involvement within preschool and elementary programs, both direct classroom participation and program support activities. Cultural and socioeconomic factors, the realities of working and single-parent families, and variations among program types are considered. This class meets the three-unit Home, School and Community requirement for state licensing for Early Childhood Education/School Director.

**HD 246 3 UNITS**  
**PLAY IN CHILDHOOD**

An exploration of play as a human adaptive function with a distinct developmental course, beginning in infancy and varying in content and mode from culture to culture. Emphasis will be placed on the ability to observe children's play and to make use of these observations in planning for a child; the importance of the physical environment; and the setting up of environments for play that will engage children in using the skills that are prerequisites for academic learning. Cultural and gender issues and ways to support cultural expression and non-sexist play opportunities will be considered. Although our focus will be on early years, we will address the integrative and transformative function of play as it contributes to the lives of individuals throughout the life span.

**HD 250 3 UNITS**  
**DEVELOPING ANTI-BIAS CURRICULUM: TEACHING OUR VALUES TO OUR CHILDREN**

This class will introduce foundational concepts, models and rationale for developing anti-bias curriculum, with a particular focus on early childhood education and developmentally appropriate practice. Attitudes and behaviors towards others in the areas of gender, race, culture, abilities and class will be addressed. Other content will include: developmental issues, curriculum models, analysis of resources/materials and beginning advocacy tools. The importance of self-introspection and critical thinking will be stressed.

*Prerequisite:* HD 400 or permission of instructor.

**HD 254 3 UNITS**  
**AUTHENTIC INFANT—COMPETENT CHILD**

Class content will consist of analyses of diverse approaches to infant-rearing with special emphasis on the Pikler methods. Topics will include: sensory-motor development, manipulation, human relationships and problem solving; infants', parents' and carers' needs; what is an "educarer;" how, what, and when do infants learn; how, what, and when to teach; effects of environments ranging from

neglectful to over-stimulating. Instruction will include lectures and discussions. Students will observe environments where infants are reared; discussion and evaluations will follow.

**HD 262 1 UNIT**  
**RESEARCH SEMINAR**

Students will learn about the process of writing a research paper, develop a research question, examine the literature relevant to their question, and explore various ways of collecting and analyzing data. Offered as an option for meeting the research competency for a Pacific Oaks degree or for work on a self-selected project.

*Note:* Required of students who take HD 200 Early Childhood Themes and Life Cycle Issues or HD 201 Advanced Studies in Human Development in a Weeklong or Online format.

**HD 273 3 UNITS**  
**EDUCATION FOR CRITICAL CONSCIOUSNESS**

Paulo Freire taught adults in Brazil; Sylvia Ashton Warner taught children in New Zealand. Both taught oppressed populations and believed that people learn through what they are passionate about. Their work will be read and discussed along with that of other theorists who have similar beliefs about such issues as moral development, relationships and literacy/curriculum.

**HD 277A 1 UNIT**  
**THESIS DEVELOPMENT**

Students will develop and refine their thesis topic while developing an understanding of the elements of both a formal proposal and thesis, including literature review, methodology and data analysis.

This class may not be audited.

**HD 277B 1 UNIT**  
**THESIS DEVELOPMENT**

Students will continue development of their methodology while having the opportunity to initiate literature searches, provide and obtain feedback on their methodology and instruments. Students must be able to produce a draft of a proposal to complete this section of the class successfully.

This class may not be audited.

*Prerequisite:* HD 277A, or waiver.

**HD 277C 1 UNIT**  
**THESIS DEVELOPMENT**

Students will learn to organize their writing, develop themes, review technical writing skills and practice editing thesis and proposal material. Students must present a draft proposal for review to complete this section.

This class may not be audited.

*Prerequisite:* HD 277A or HD 277B, or waiver.

**HD 282 3 UNITS**  
**SOCIAL AND POLITICAL CONTEXTS OF HUMAN DEVELOPMENT**

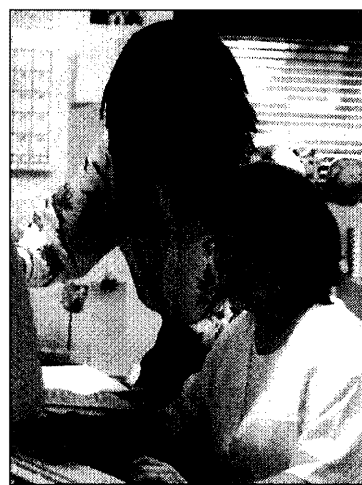
The diverse social and political contexts of our society affect the socialization of the individual and his/her understanding of human development. This class examines attitudes toward gender, class, race/ethnicity, disability and sexual orientation, along with the historical contexts within which specific theories of human development were created. Students are challenged to examine these influences on their own growth and perceptions of human behavior, to define their personal ethics within the context of contemporary society, and to search for creative professional responses to inequality and bias. A variety of methods, including experiential activities, small group discussion, weekly writing, reading, and mini-lectures are utilized.

**HD 285 3 UNITS**  
**DEVELOPMENT OF BICULTURAL CHILDREN**

This class will specifically focus on a framework of bicultural development as it compares with monocultural developmental theories. The pertinent issues and major social-ecological influences that play an important role in shaping the development of bicultural children will be explored. Culture and cognition, bilingualism, the biculturalization process, and cultural psychological dynamics as they relate to personality and development and identity formation will be examined. An overview of the current literature in the field will also be discussed.

**HD 288 3 UNITS**  
**DEVELOPMENTAL ASSESSMENT AND PROGRAM PLANNING**

This course is designed to explore the uses of assessment to enrich teachers' understanding of their students and to guide in instructional planning, which meets the individual learning needs of a diverse classroom. The goals of this course are to provide learning experiences, which will increase the student's understanding of, and ability in, the following areas: establishing and communicating learning goals for all students; involving and guiding all students in assessing their own learning; using the results of assessments to guide instruction; and collecting and using multiple sources of information to assess student learning. Students will be encouraged to critically analyze observational techniques, developmental assessments, standardized tests, teacher-made tests, and alternative assessments. Students will assess one child with a variety of instruments and develop a plan of action to meet the child's strengths and weaknesses.



*Cynthia Holloway (left), Human Development program assistant, and Lori Yonemitsu, program assistant and certification officer with the Teacher Education Program, work together on a project at the Seattle campus.*



**HD 292 1-3 UNITS**  
**INDEPENDENT STUDY**

Independent study requires that a student design a project of one to six months duration and find a faculty supervisor. An independent study contract signed by the faculty supervisor is required prior to registration. Classes offered at Pacific Oaks may not be taken for independent study. Please refer to the Schedule of Classes for registration deadlines.

**HD 298 1 UNIT**  
**ASSESSMENT OF EXPERIENCE**

This class is designed for mature students with professional experience in a human development-related field who seek to apply for special admission to either the Pacific Oaks B.A. or M.A. program. This Life Experience Seminar will provide an opportunity for mutual advising and evaluation in working out the documentation of experience and the plan for a program at Pacific Oaks.

*Prerequisite:* Admission to B.A. or M.A. program through ABLE option.

**HD 299 0-3 UNITS**  
**THESIS/MASTER'S PROJECT**

Required registration for all students completing a thesis or project in the semester the thesis is completed. Registration is also required for all students working on a thesis or project, who are NOT currently enrolled in HD 277. Three units are required for the first registration in HD 299 and zero units per semester for two semesters at which point the thesis/project is submitted. Students who have not completed the thesis/project at the end of three terms must enroll in one unit per term until completion.

*Prerequisite:* An Advancement to Candidacy form signed by the Thesis Chairperson on file in College Records.

**HD 307 3 UNITS**  
**WRITING OUR STORIES: REFLECTIONS ON LITERACY DEVELOPMENT**

Pacific Oaks students bring a breadth of diverse life experience to the college. They learn through telling and writing their stories about these experiences and develop in-depth knowledge through reflecting on them with others. To be effective in facilitating young children's beginning writing, teachers must have experiences themselves with writing. They must model literacy behaviors, by writing where children can see, scribing children's words, and representing children's play in writing. Writing Our Stories will bridge between the kind of writing that people may be comfortable with before they entered the program with writing that encourages people to express their own culture through writing. Students will practice reflecting on this writing with others to discover how they became lit

erate writers, and what their stories can tell them about what they have learned from their experiences.

**HD 308 3 UNITS**  
**WOMEN IN ADMINISTRATION**

Designed to help women pursue a career in administration, and to explore the political and social forces that affect decision making, understand the importance of style and image, develop networking techniques, learn effective communication skills and examine sexual harassment. Students will develop class projects, conduct interviews, examine and compare research findings, and participate in mini-seminars, as well as evaluate various class guest speakers. By arrangement, this class may give credit for Administration/Supervision of Child Care Programs.

**HD 309 3 UNITS**  
**COMMUNICATION AND THE LIFE CYCLE**

A class about life cycles and communication concepts. It is a goal of this class to enhance understanding of the interconnected and interdependent components of communication and tasks of various life cycle changes. Whether it's an infant learning about trust, an older adult learning to adjust to physical and mental changes, or any of the many stages in between, we all have a vital need to communicate with one another. Focusing on specific life cycle stages and how attention to communication can facilitate engagement with the task of that stage will provide valuable information for personal and professional relationships. Communication and life cycle issues will be addressed in a holistic way, looking at the needs of both parties as well as the social context of interactions.

**HD 310 3 UNITS**  
**CONFLICT RESOLUTION AND MEDIATION**

This class is designed for human service professionals, including teachers, educational administrators, and marriage and family counselors, who work with children, adolescents, and families. Participants will examine the nature of human conflict and effective strategies for conflict resolution, and will explore methods for developing programs which promote the peaceful resolution of conflict.

The class will focus on the techniques and models for conflict resolution, mediation, and creative problem-solving in various conflict areas, including the family, the school, and the workplace. Techniques for effective communication, brainstorming and cooperative group decision-making will be explored. Communicating across cultures, and bias awareness issues will be explored within all content areas. Class format will include discussion, lecture, reading, writing, demonstration and role playing.

**HD 331 3 UNITS**  
**TEAM BUILDING FOR EARLY CHILDHOOD EDUCATORS AND PARENTS**

Designed for administrators, teachers, staff, and parents to create an effective team which values working together with mutual respect. Among the issues addressed will be: 1) including parents as members of the team working for the growth and support of the children; 2) developing clear communication, written and oral, formal and informal and 3) exploring experiences of power and powerlessness among people with diverse roles, perceptions, and histories. Questions will include: What can you do from where you are? What is your responsibility when you are caught in the middle of a problem? How can you deal with issues that are not clear? How can you enable people to deal directly with others? This is an equivalent class for HD 240, Models & Methods of Family/School Collaboration, with permission of advisor.

**HD 337 3 UNITS**  
**PLAY, LANGUAGE AND LITERACY DEVELOPMENT**

How do young children develop the skills they need to grow up competent in a literate society—language, dramatic play, using tools and materials to represent their experience, and reading? An examination of the development of symbolic behaviors and the role of adults in supporting children's play, language and literacy. Students will examine developmentally appropriate curriculum and assessment design for diverse literacy learners.

**HD 340 3 UNITS**  
**LEADERSHIP IN EDUCATION**

This class is a seminar for professionals in leadership situations who work in early childhood education and other human service professions. Theoretical emphasis is on educational issues in contemporary society. Topics include: working effectively with diverse colleagues and families; program development and administration; strategies for facilitating empowerment, responsibility and advocacy; adult supervision; and professional growth and survival. Students will be expected to reflect upon their own practice and values, to observe other adults working with children and their families or with other adults, and to explore the integration of values into practice.

**HD 343 3 UNITS**  
**TEACHING AS PERFORMING ART**

Participants explore creative drama as an improvisational, non-exhibitional, process-centered form of expression in which students are guided by a leader to imagine, enact, and reflect upon human experiences. The purpose is to provide an alternative approach to teaching social studies and integrated arts which opens children's

minds, stimulates their imaginations and language abilities, and sparks their enthusiasm for continued personal development and discovery. This class may also serve as a practical guide for classroom teachers, recreational leaders, and others who want to initiate creative drama activities in a variety of subject areas and need help in getting started.

### HD 360 3 UNITS ADVANCED STUDIES IN DIVERSITY AND ANTI-BIAS ISSUES

An in-depth, critical examination of the impact of institutional oppression on human service programs for children and adults and the significance of cultural and political contexts on individual development and learning. Students will study new research and methods for working with bicultural children and adults, and develop skills for doing anti-bias human service work and advocacy. Format is a graduate seminar individualized to the participants' interests and issues. Students are expected to engage in developing their own theoretical and methodological framework for bicultural and anti-bias work.

*Prerequisites for HD 360:*

1. All of the following:
  - a. M.A. or post-baccalaureate student
  - b. Experience working on issues regarding sexism, racism, classism, and disability
  - c. Demonstrated commitment to social justice
  - d. Understanding of the dynamics of institutional and individual biases and use of power, or
2. M.A. or post-baccalaureate student and previous completion of HD 282.

Not available to B.A. students.

### HD 380 3 UNITS CHILDREN'S AUTOBIOGRAPHICAL NARRATIVES AS SOCIAL JUSTICE CURRICULUM

The roots of social change within children begins with the learning of anti-bias. Anti-bias/culturally inclusive curriculum begins with children's voices. Who the children are, the home cultures that they bring into the classroom, their world views, and their learning styles must first be unpackaged in order for anti-bias to take place. Seeing the child, through the child's own voice, and supporting children in seeing and developing participatory relationships with their peers through their peers' autobiographical stories is the first step in unpacking culture and creating inclusive classrooms. In order for children to become agents of social change within a participatory democracy, they must take an active role in the building of

classroom communities, which emerge from the context of their lives. Through the sharing of autobiographical narratives, adults and children gain an important entrance into one another's cultural lives and through that entrance they are able to create realistic inclusive communities. This course will explore using children's narratives as a means of developing anti-bias/culturally inclusive curriculum which supports children's development in terms of being advocates for social change. This course will involve observations in the field as well as participants collecting and documenting children's narratives. These narratives will be used to create anti-bias/culturally inclusive curriculum and the building of participatory classroom communities which empower children in the development as social change agents.

### HD 381 3 UNITS HUMAN DEVELOPMENT AND SOCIAL CHANGE

This course will examine the importance of promoting positive social change in times of national stress. Exploring the connection between one's own personal growth and the act of evoking actual change, students will learn useful techniques based in storytelling, art, performance, and action research. Readings will be assigned from feminist theory, cultural studies, critical race theory, participatory democracy, and other frameworks for social change. To put their new thinking into action, each student will design a project proposing actual change at an organization, school, community or government agency. If a student already has an ongoing project addressing social change, this course can be used to improve that paper. Group discussion will be a key component of this class.

### HD 383 3 UNITS PARTICIPATORY ACTION RESEARCH

This course is a methods course designed to give students the skills to initiate a project directed at actual social change. One of the assumptions in such a course is that actual change in an organization or agency or school can become a model that can be replicated in other organizations and even serve as a model for larger change at the level of society itself. Students will be taught pre/post assessment techniques, collaborative decision-making skills, how to build community through intercultural storytelling, how to make budgets, and how to design and implement long term strategies. By the end of the course, each student will have designed an implementation plan (with timelines) and a grant proposal to help carry out that initiative.

A second assumption is when high stress is

being visited upon a country's big business, government, education, arts or other social systems, one's own personal development will be linked increasingly to the act of evoking positive social change to make society better. Under this hypothesis, individuals will need to participate personally in collaborative efforts to construct new socially just models and practices for schools, democratic institutions, and community and arts organizations if they are to become whole as individuals - and by the same token, in order to evoke such change, one must come to better know and understand oneself.

### HD 396 3 UNITS CONTEMPORARY URBAN ADOLESCENTS

This class will focus on several issues that affect the quality of life of adolescents in urban areas. Subjects for study will include: unemployment/underemployment; gangs and other peer pressures; early sexuality; teen pregnancy; AIDS and other sexually transmitted diseases; and drugs. We will examine these topics from a developmental perspective and visit programs that are addressing them.

### HD 400 3 UNITS WORKING WITH CHILDREN IN A DIVERSE WORLD

This class examines the developmental needs of children and the different assumptions which underlie developmental and constructivist approaches to working with children. It includes an exploration of the uses of interpersonal power in settings where adults and children encounter each other, opportunities to observe children in a variety of contexts, and the examination and development of effective facilitative strategies for teaching, counseling, parenting, and social and educational change. Emphasis will be on valuing diversity and respecting the individual; active experiential learning; interaction between theory and practice; and the impact of social contexts on oneself and others.

### HD 401 3 UNITS WORKING WITH ADULTS

Students are introduced to a rationale and methodology for working with adults in educational, therapeutic and other human services settings. Topics covered will include supervising adults, staff evaluation, leadership style, communication, and problem solving. Emphasis is on valuing diversity and respecting individuals; active, experiential learning; the interaction between theory and practice; the impact of social contexts on oneself and others. Students will use observation to enhance their understanding of the challenges inherent in working with adults. They will develop strategies to facilitate adult empowerment and learn to advocate responsibly in diverse settings.



*Taka Nomura, member of the first faculty in 1945, Pacific Oaks Friends School, at a recent visit to the Children's School.*

**HD 410 3 UNITS**  
**DEVELOPMENTAL EDUCATION**

This class examines traditions that underlie a developmental, experiential, open-structured approach to education; one's own values and the values reflected in school programs and practices; the role of education as a tool of oppression and liberation for different groups in society; and personal and political strategies for educational change. Issues and trends in early childhood education are considered from a developmental, cross-cultural perspective. Implications for older children and adult learners will also be explored.

**HD 415 3 UNITS**  
**EMERGENT CURRICULUM:  
REFLECTING LEARNER LIVES**

Emergent curriculum is a values based approach to teaching and learning which focuses on who the students are, their socio-cultural context and current issues, in order to shape "what happens" in an educational setting. Decision-making about curriculum should be negotiated by those who know the learners best. In this approach, the focus is on the community that teachers and learners create and involve in their lives together.

In this class, students will explore sources of emergent curriculum, power dynamics, the balance between advanced planning and spontaneity, and issues of cultural relevancy and accountability. Participants will be required to actively engage in their own classroom in teacher roles that are central to the emergent curriculum process—observation, analysis, collaboration, research and documentation. Implication for learners of all ages will be considered, with a focus on the early childhood classroom.

**HD 420 3 UNITS**  
**THE ART OF OBSERVATION**

Observation is a basic teaching and assessment tool in early childhood education and a necessary skill in the field of counseling. When you observe a child: What do you see? What do you look for and why? How do you interpret what you are seeing? How do you translate what you have observed into goals for intervention? Participants will observe children and adults, share and evaluate frameworks for observation, and get feedback on observational skills.

**HD 427 3 UNITS**  
**WORKING WITH BICULTURAL  
CHILDREN**

Focuses on the methodological issues as they relate to effectively working with bicultural children. Learning theory and motivational concepts based upon research with bicultural children will be examined. Bicultural curriculum and bilingual program components will be discussed. Students will be required to participate in several on-site classroom observations in bicultural and bilingual

settings. Particular emphasis will be placed on integrating the principles of bicultural development into the practical application of an effective educational approach.

**HD 440 3 UNITS**  
**ADMINISTRATION OF CHILD CARE  
FACILITIES**

This class will identify approaches and techniques for working with parents, issues concerning programming, supervision of staff, and providing on-going growth and training of staff. We will discuss the skills and techniques necessary to administer a variety of early childhood education programs, including preschool and day care. Such issues as budgeting, record keeping, authority, communication and creativity will be discussed.

**HD 442 2 UNITS**  
**CHILDREN'S ART STUDIO PRACTICUM  
AND SEMINAR**

Students will work directly with children ages two to seven years in the Children's Art Studio, supervised by resident artist; learn age-appropriate art curriculum using various media, and apply skills and knowledge in directed teaching. Included are the art of preparing and hanging exhibitions, ceramic kiln firing, documenting and cataloguing children's art for the Pacific Oaks Permanent Collection. Written and photo-documentation are required. Enrollment is limited. Consent of instructor required. Teacher Education students, please consult your advisor.

**HD 450 3 UNITS**  
**ECOLOGY OF WORKING  
WITH CHILDREN**

This class is an in-depth examination of educational and therapeutic practices using ecological and historical perspectives. The content of the class is individualized, built upon the interests and issues of students. This class will examine the dynamic interaction between practice, reflection and theory, and include close attention to the impact of diversity and cross-cultural issues on our work with children. Through critical thinking, data analysis and review of the literature, students will be expected to develop their own theoretical and methodological framework for working with children and adults in a diverse world.

Not available to B.A. students.

**HD 452 1-3 UNITS**  
**REFLECTIVE TEACHING**

This class requires that students have a job or internship/apprenticeship which involves them in ongoing work with children. Credit is based on 45 hours per unit of fieldwork, reflective journal keeping and online seminar participation. Not offered in Pasadena.

**HD 453 1-5 UNITS**  
**ADMINISTRATION/SUPERVISION:  
FIELDWORK/OBSERVATION**

(1-3 Fieldwork units; 1-2 Observation units)

**FIELDWORK** requires that students have a job or internship/apprenticeship which enables them to take responsibility in administration and/or supervision. Credit is based on 45 hours per unit of fieldwork, journal keeping and seminar participation. **OBSERVATION** focuses on more or more persons whose work, the culture in which it takes place, and whose style of dealing with their work is of interest to the student. Students function as observers, rather than as participants, in daily processes. Permission of the individual(s) being observed is required. Credit is based on 45 hours per unit of observation, reading, and seminar participation.

Available to BA student upon discretion of advisor.

**HD 454 1-5 UNITS**  
**COLLEGE TEACHING/TEACHING  
ADULTS: FIELDWORK/OBSERVATION**

(1-3 Fieldwork units; 1-2 Observation units)

**FIELDWORK** requires that students be either employed as the teacher of a college class, or be involved in another suitable adult teaching arrangement which enables them to take a responsible role co-teaching or working with other adults in that teaching arrangement. Credit is based on 45 hours per unit of fieldwork, journal keeping and seminar participation.

**OBSERVATION** in one or a variety of college classes, with special attention to instructional process and strategies. Credit is based on 45 hours per unit of observation, reading, and seminar participation.

Available to BA student upon discretion of advisor.

**HD 456 1-5 UNITS**  
**PARENT/COMMUNITY WORK:  
FIELDWORK/OBSERVATION**

(1-3 Fieldwork units; 1-2 Observation units)

**FIELDWORK** requires that students have a job or internship/apprenticeship which enables them to take responsibility for work with parents or other adults in an approved community, family or social service setting. Credit is based on 45 hours per unit of fieldwork, journal keeping and seminar participation.

**OBSERVATION** focuses on one or more persons whose work, the culture in which it takes place, and whose style of dealing with their work is of interest to the student. Students function as observers, rather than as participants, in daily processes. Permission of the individual(s) being observed is required. Credit is based on 45 hours per unit of observation, reading, and seminar participation.

Available to BA student upon discretion of advisor.

### HD 460 1-3 UNITS SEMINARS IN BICULTURAL DEVELOPMENT AND EDUCATION

These seminars are designed to focus on bicultural development and its implication for educators and human service professionals working in bilingual and/or bicultural communities. The seminars will be constructed on identified needs in the bicultural specialization and the areas of interest of faculty members who will be teaching the course. Each weekend will be a contained "mini class." Students may take one or all three weekends. Specific topics will be listed in the class schedule when the class is to be offered.

### HD 464 3 UNITS COMMUNITY AS A CONTEXT FOR DEVELOPMENT

Children develop as unique individuals in the context of complex communities. Growth and identity are influenced by the social dynamics and interactions of the diverse families and cultural institutions in which children live. This class focuses on theoretical and practical aspects of building, reflecting, and including "community" in early childhood and primary classrooms. Students will be expected to create strategies which use the child's community to enhance learning and build a sense of belonging. This class will explore community-building as an avenue to examine and promote cultural competence and advocacy for children.

### HD 465 3-4 UNITS REFLECTIVE TEACHING SEMINAR

Reflection on one's own practice with children and analysis of the implementation of developmental theory. Self observation, being observed by others, and observing at other sites are all required. Class open to full-time, experienced teachers of young children only.

*Prerequisite:* Consent of advisor, and current full-time employment as a lead teacher with young children.

### HD 466 3 UNITS WOMEN IN ART

A hands-on series of art experiences by, for and about women. We will discover and practice our own forms as we become acquainted with the forms created by women artists from every continent. We will explore the relationships between the traditional art forms and contemporary art forms. We will apply these findings to the art education of our children. Attendance at one museum or gallery show of women's work and a written review will be required.

### HD 467 3 UNITS FOUNDATIONS OF TEACHING ART: RELEASING THE IMAGINATION

Numerous studies show that students who are exposed to a creative and nurturing art program are also more likely to excel

in all areas of school. If you have always considered yourself to be "art phobic" but have the desire to use art techniques in your classroom, this course is designed to empower you—and your students. We will explore art theory as well as hands-on art making. Beginning with an examination of the nature of creativity, the class will evolve into practical, hands-on techniques and concepts that can be put into immediate use. Areas of study will include printmaking, sculpture, cartooning, approachable and achievable drawing techniques, working with charcoal, pastels, watercolors, use of unorthodox materials, etc.

### HD 468 2 UNITS GRADUATE SEMINAR IN ART EDUCATION

This seminar will provide Master's candidates with an opportunity to pursue in-depth those areas of interest to which they have been drawn during their course of study. Through reading and dialogue, participants will sharpen their focus on the issues of art education they find most challenging. Participants are expected to be conversant with art theories and to work toward evolving their own philosophy of art education. Study topics will include: the relationship of the artist to society; cross-cultural and culture-specific artwork; school as an agent of change and/or socialization; the economics of art; and making space for adults' and children's art. We will create a personal statement of our beliefs over the course of the semester.

*Open to graduate students only.*

### HD 469 3 UNITS ADULT DEVELOPMENT: MISSION AND VISION

We construct mission and vision in our lives through the developmental tasks we encounter. In turn, mission and vision inform our life choices in deep and meaningful ways. Together, we will examine the emergence and development of meaning in the adult years through our own as well as others' stories.

### HD 471 3 UNITS IMPLEMENTING ANTI-BIAS CURRICULUM

Designed for educators with some experience in anti-bias curriculum, this class will synthesize national standards, state frameworks and district courses of study with a developmental, anti-bias philosophy. Developing interdisciplinary curriculum, critically analyzing current instructional practices and infusion of an anti-bias curriculum into all content areas are the main objectives for this class. This is the "how to" class for putting anti-bias curriculum into action in the classroom.

#### I—Early Childhood Education II—Elementary Education

*Prerequisite:* HD 400, HD 282 or experience.

### HD 472 3 UNITS ADVANCED STUDIES IN IMPLEMENTING ANTI-BIAS CURRICULUM

This class is designed for students who are interested in strategic planning, institutional changes, and skills for working with adults within an anti-bias framework. Class format will include discussions, interactive activities utilizing case studies and policies, readings and written assignments. Students are expected to engage with each other in critical analysis of educational practices and societal obstacles to deepen their theoretical knowledge and to define levels and models of advocacy work. An action project will be required.

*Prerequisite:* HD 282 or 360, or permission of instructor.

### HD 474 3 UNITS INTERVENTION MODELS IN EARLY CHILDHOOD EDUCATION

This class will focus on the social, emotional, and developmental needs of young children who are deemed at risk for a variety of reasons; family dysfunction, child abuse, neglect, and prenatal drug exposure. Issues and practice involved in working with children and families, models of respite, residential and family reunification programs will be examined, as will their theoretical premises. The class will visit programs that represent models of successful intervention and reunification.

This class replaces HD 249, Preventative Intervention for Infants & the Very Young, and HD 475, Working with Drug-Affected Infants, Toddlers & Their Families. It is a required class for the Infant/Toddler specialization, and an approved elective for the Early Childhood and Developmental Education specializations.

### HD 476 3 UNITS QUALITATIVE METHODS

This class is designed to teach students the underlying principles, theoretical approaches and applied skills of qualitative research by focusing on formulating research questions, gathering data, categorizing, coding and analyzing collected information in preparation for documenting and presenting research. Ethnography, narrative analysis, case study and interviewing strategies and methods will be explored. Recommended for students engaging in completion of or interested in engaging in a qualitative master's thesis.

### HD 477 3 UNITS ANTI-BIAS CURRICULUM WITH ADULTS

We will explore: (a) the pedagogical principles, strategies and activities for promoting anti-bias education with E.C.E. students, staff, parents and other caregivers; (b) the issues, obstacles and developmental journey adults travel when engaged in anti-bias education; and (c) the knowledge base, skills and dispositions required



*"My experiences here at PONW have been exhilarating. The friends and colleagues I have met will be with me forever. I have enjoyed the diverse population Seattle has to offer in its school system."*

Beatrice Gordon

Student

M.A. Human Development



John Nimmo, Pacific Oaks College  
alumnus.

of anti-bias education trainers. Class methods include experiential activities, reflective discussions, mini-lectures, reading and writing. Students must have a working knowledge of anti-bias curriculum. Completion of HD 282, Social and Political Contexts of Human Development, is strongly recommended.

**HD 478 3 UNITS**  
**WORKING WITH FAMILIES IN A DIVERSE WORLD**

This class is designed for educators, counselors and other human services professionals who work with families directly or as allies for their young children and adolescents. We will examine the psychosocial developmental stages/tasks of families, the critical importance of culture/ethnic traditions, values and beliefs and how these all affect our relationship as advocates. Learning objectives will include utilizing culturally sensitive methods to assess family needs, designing and implementing supportive social service and community structures, developing appropriate interventions and promoting effective communication and interaction within the family and between the family, school, social service agency, or other professionals. Within this context, students will develop strategies to be more successful individual, interpersonal and institutional change agents. The emphasis will be on active, experiential learning, interaction between theory and practice, and the impact of social, ethnic, gender and class contexts on ourselves, and our work with children and families.

**HD 480 3 UNITS**  
**DEVELOPMENTAL PRACTICUM**  
**SEMINAR: 0-3 YEARS**

This seminar is designed to provide an opportunity for students placed in Pacific Oaks' programs for children infant through age three, and off-site practica to discuss relevant issues. The seminar will explore the relationship between theory and practice in programs for children under three years of age, examine developmental issues, teacher/care giver roles, and the relationship between group care and families. Students will explore and practice techniques for the observation and recording of behavior and writing developmental summaries, examine environments for young children and plan, implement, and evaluate developmentally appropriate, culturally relevant, anti-bias experiences for infants, toddlers, and twos. Students will also explore team teaching, examine program issues, and consider the social and political aspects of group care.

Students spend 12 hours/week (3 units) or 16 hours/week (4 units) in placement. Teacher Education students consult with your advisor.

Students planning to do their practicum at the Children's School must receive clearance from the Children's School prior to registering.

**HD 481 3-4 UNITS**  
**DEVELOPMENTAL PRACTICUM**  
**SEMINAR: 3-5 YEARS**

This seminar is designed for students placed in Pacific Oaks' Preschool and Child Care programs, and off-site practica. Discussions will include developmental issues, curriculum, differences in scheduling for half-day vs. full-day programs, parental support, and group care issues. The seminar will incorporate observing and recording techniques, development and implementation of anti-bias, culturally relevant curriculum, environmental analysis, and will explore the relationship between theory and practice. Students will be expected to articulate the difference between half-day pre-school programs and full-day child care programs. Students spend 12 hours/week (3 units) or 16 hours/week (4 units) in placement. Teacher Education students consult your advisor.

Students planning to do their practicum at the Children's School must receive clearance from the Children's School prior to registering.

**HD 482 3-4 UNITS**  
**DEVELOPMENTAL PRACTICUM**  
**SEMINAR: 5-8 YEARS**

This seminar is designed for students placed in the Pacific Oaks Children's School or in off-site kindergarten or primary programs. Based on child-centered theory and best practices, life experiences and the developmental needs of individual children are the cornerstones of curriculum for this age range and consequently, for the seminar. Both cognitive and affective growth are addressed by both the core curriculum and practicum design, which includes hands-on activities in the areas of science and math (such as blocks, math manipulatives, gardening, and cooking); language arts (dictation of stories, poetry, visual, and three-dimensional arts, journals, and books); and social development (families, lifelines, and the exploration of the neighborhood and community).

Additionally, attention is particularly directed to the wide range of readiness in this age group and the resulting implications for the emergence of the foundations of the academic skills (reading, writing, arithmetic). The curriculum balances teacher-initiated with child-initiated activities, demonstrating that the child and the adult are active partners in learning.

Observing children, practicing the writing of developmental summaries, articulating the challenges of an integrated curriculum, working with mainstream-

ing experiences, involving parents, and learning about environmental education are major components of the practicum. The anti-bias perspective is woven into the curriculum that includes a focus on conflict resolution and issues of inclusion, respect and diversity in the classroom.

Students spend 12 hours/week (3 units) or 16 hours/week (4 units) in placement.

Students planning to do their practicum at the Children's School must receive clearance from the Children's School prior to registering.

**HD 499 1-3 UNITS**  
**SPECIAL TOPICS:**

Special interest classes. See current Schedule of Classes for specific description(s).

**HD 601 3 UNITS**  
**ARTS AND SOCIAL CHANGE**

Treatment of societal issues in art as well as art education. Topics will include art as an anti-bias tool, the inclusive potential of art, and art as a political statement.

**HD 602 3 UNITS**  
**THE COMMUNITY AS CLASSROOM:**  
**FORGING CONNECTIONS THROUGH THE ARTS**

Every community has a wealth of people, places and organizations on which schools, human service agencies and other institutions can draw to enrich the quality of care, education and opportunities to construct meaningful experiences. Incorporating scholarship and methodologies from visual and performing arts, folklore, oral history and intergenerational programs, this course views field trips and site visits by artists and local residents as being at the heart of the human services rather than enrichment activities. The course will explore ways to integrate the rich resources of local communities into classrooms and institutions that encourages exploration and discovery. Curriculum will include visits to studios of local artists, who will explore technical application in the arts through a variety of media. As part of the course, students will participate in a field trip of their own and develop a project based on the experience.

**HD 603 2-4 UNITS**  
**ART EDUCATION: FIELDWORK**

Students are required to spend a specific number of hours in a minimum of two different settings during the course of the semester. Responsibilities of the student must include planning, implementation and documentation of an art curriculum. Each student will create a portfolio that includes documentation of communication in four arts disciplines; communication and mastery in at least one art form; development and presentation



of basic analyses of works of art from informed structural, historical and cultural perspectives; and the relation of various types of arts knowledge and skills within and across disciplines. Students will gain an informed acquaintance with exemplary works of art from a variety of cultures and historical periods and from combinations of those perspectives; and derive their own knowledge, beliefs and values for making personal and professional artistic decisions. Students will also acquire a well-grounded understanding of the nature, value and meaning of the arts as part of their own humanity.

Students are required to complete at least one fieldwork experience and could be expected to complete two. The specialization advisor would determine this based on the student's experience and program goals.

### HD 604 ART EXHIBITION 1 UNIT

In the course graduate students will plan and prepare for display, 15–20 selected pieces of project work, integrating accessible and affordable techniques and methods; design and distribute exhibition materials; and submit a portfolio of the exhibition along with a narrative about the process for the permanent collection.

## MARRIAGE, FAMILY & CHILD COUNSELING

### MFT 221 3 UNITS THEORIES OF MARRIAGE, FAMILY AND CHILD COUNSELING

This class will review the major psychotherapeutic approaches in marriage, family and child counseling. There will be a focus on interpersonal theories, family systems theories, and feminist theory and how each informs work with individuals, couples, families, and children. The class will present an inclusive framework, so that students develop competency working with bicultural populations.

### MFT 224 3 UNITS MFCC PRACTICUM I

This class is developmental in its approach, combining supervision issues that arise in clinical placement with theoretical issues studied in class. Various psychotherapeutic techniques will be examined and clinical skills in intake evaluation, assessment, diagnosis and treatment will be developed. This class will monitor and support the students' experience in clinical placement and will study issues of counter/transference, spousal abuse assessment and treatment, interventions with various types of crises and ongoing treatment and termination. An understanding of the impact of social, racial, cultural, gender and sexual orientation issues in psychotherapy will be promoted. The class will also examine a wide variety of ethical, professional and personal issues that impact the mental health professional in the pursuit of the profession within the market reality of present day health care systems.

professional and personal issues that impact the mental health professional in the pursuit of the profession within the market reality of present day health care systems.

### MFT 225 2 UNITS PROFESSIONAL ETHICS AND THE LAW

The class reviews the following areas:

1. Contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the profession's scope of practice;
2. The therapeutic, clinical, and practical considerations involved in the legal and ethical practice of marriage, family, and child counseling, including family law;
3. Spousal or partner abuse, detection, and intervention.
4. The current legal patterns and trends in the mental health profession;
5. The psychotherapist/patient privilege, confidentiality, including issues related to a patient being dangerous to self or others and the treatment of minors with and without parental consent;
6. A recognition and exploration of the relationship between a practitioner's sense of self and human values and his or her professional behavior and ethics.

This class meets the requirements for the California MFT license.

### MFT 226 3 UNITS MFCC PRACTICUM II

This class is developmental in its approach combining supervision issues that arise in clinical placement with theoretical issues studied in class. Various psychotherapeutic techniques will be examined and clinical skills in intake evaluation, assessment, diagnosis and treatment will be developed. This class will monitor and support the students' experience in clinical placement and will study issues of counter/transference, spousal abuse assessment and treatment, interventions with various types of crises, ongoing treatment and termination. An understanding of the impact of social, racial, cultural, gender and sexual orientation issues in psychotherapy will be promoted. The class will also examine a wide variety of ethical, professional and personal issues that impact the mental health professional in the pursuit of the profession within the market reality of present day health care systems.

### MFT 228 1 UNIT SUMMER PRACTICUM

This course provides the initial basic skills that are needed when starting clinical training. Included in the content of the class are the following areas of inquiry: professional role as a Marriage and Family Therapist Trainee (MFT Trainee) and relationships with peers

and supervisors at the clinical placement. Initiating first client contact, making an early diagnostic assessment, and establishing an effective therapeutic relationship with a mental health client.

### MFT 235 3 UNITS CROSS-CULTURAL MORES AND VALUES: SOCIO/CULTURAL ENVIRONMENTS

This class is designed to consider and present a conceptual framework for review and incorporation of sociocultural factors into clinical and communication theories and practices. Specific cultural content (with emphasis on family history, structures, dynamics, values, mores, adaptive strengths, and coping styles) and socio-political constraints on human development (with emphasis on racism and normative value psychology) will be examined. The importance of racial/ethnic identity is highlighted as the core of one's self-identity, the framework which has shaped personality, and the basis for understanding diagnostic assessment, treatment goals and the realizations of successful interrelations. The objective of the class is to develop knowledge of and an openness and sensitivity to the cultural differences.

*Prerequisite:* MFT 242 The Interface of Society and Human Development and/or HD 360, Advanced Studies in Diversity.

### MFT 237 3 UNITS HUMAN SEXUALITY AND SEXISM

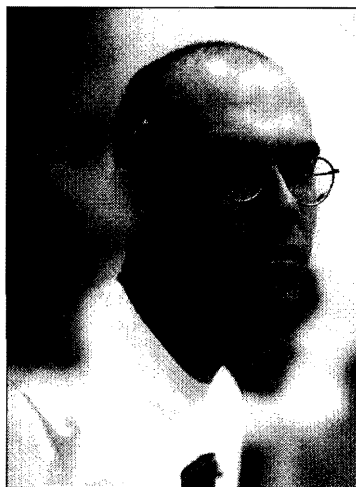
This class focuses on the professional and personal aspects of human sexuality. The class will explore various issues including the development of a working vocabulary of appropriate language and a knowledge of procedures that enable people to feel more at ease discussing sex. Because sexuality is an integral part of the whole person, the following topics are addressed: anatomy, physiology, communication, sex therapy, sexuality in childhood and other life cycle periods, and suggested books for clients and their children.

This class is designed to meet the requirement for the California MFT license.

### MFT 242 3 UNITS THE INTERFACE OF SOCIETY AND HUMAN DEVELOPMENT

This course integrates a variety of theories of human development, with a variety of societal issues, forces and dynamics, including politics, economics, globalization, race, culture, gender, class, sex, sexual orientation, physical or mental ability, privilege and oppression. Using the class participants' lived experiences and critical thinking, along side classic and contemporary texts, the course will explore if, how, and to what extent, society impacts, influences or shapes human development, identity and life choices, and in turn becomes a possible significant factor in the development of mental health stressors, is-





Kevin McKeague, student at PONW.

sues, symptoms and needs in individuals and families. This class will develop skills that promote civic empowerment and responsibility in individuals and that enhance and promote social change, as well as develop basic research skills in addressing relevant societal concerns.

**MFT 253 1 UNIT**  
**CHILD ABUSE ASSESSMENT AND REPORTING**

This workshop includes the study of the assessment and method of reporting sexual assault, general neglect, severe neglect, willful cruelty or unjustifiable punishment, corporal punishment or injury and abuse in out-of-home care. Physical and behavioral indicators of abuse, crisis counseling techniques, community resources, rights and responsibilities of reporting, consequences of failure to report, caring for a child's needs after report is made, and implications and methods of treatment for children and adults are also included.

This class provides training requirement for the California MFT license.

**MFT 267 3 UNITS**  
**PSYCHOPATHOLOGY OF ADULTHOOD**

A general view of the various definitions and forms of psychopathology is presented in a historical, sociopolitical and cross-cultural perspective. The purpose and history of various diagnostic systems will be discussed. Using the DSM IV as the main paradigm, some of the most prevalent psychopathologies of our culture will be explored. The purpose and usage of DSM IV will be studied. Focus will be on building a cognitive diagnostic competence of, as well as an effective understanding and comfort with, the various mental health disorders. Attention will also be given to etiology, epidemiology and treatment, including chemotherapy. Some of the main psychiatric testing tools will be examined.

**MFT 269 3 UNITS**  
**PERSONALITY THEORIES AND CLINICAL INTERVENTION**

This class is designed to explore the various personality theories and study their logical conclusions in psychotherapy. Therefore, each theory will be followed by clinical case discussions, usually chosen from that theorist's writing. In cases where testing material or research techniques were developed from theory, study of these materials will replace clinical material. Active student participation and preparation is essential.

This class provides training requirement for the California MFT license.

**MFT 274 2 UNITS**  
**THEORIES AND APPLICATIONS OF PSYCHOLOGICAL TESTING**

This class considers the strategies and procedures involved in making decisions about people in a multi-cultural society. Theories of measurements and assessments, standardized testing and psychological tests will be examined. Moral and ethical issues involved in decision-making will be an important focus of this class.

**MFT 292 1-3 UNITS**  
**INDEPENDENT STUDY**

Independent Study requires that a student design a project of one to six months duration and find a faculty supervisor. An independent study contract signed by the faculty supervisor is required prior to registration. Classes offered at Pacific Oaks may not be taken for Independent Study. Please refer to the Schedule of Classes for registration deadlines.

**MFT 320 1 UNIT**  
**DOMESTIC VIOLENCE**

The impact of domestic violence on the individual, the family and family life will be examined. The types of domestic violence will be presented in this class with special emphasis in understanding the trauma to the developing mind of children and to the mental health of the victim and family. Culture and gender considerations and implications for treatment will be discussed, in addition to the legal responsibilities for the mental health practitioner.

**MFT 321 2 UNITS**  
**RESEARCH DESIGN AND METHODS**

The goal of this two unit course is to acquaint the beginning research student with a variety of research paradigms and methods, both qualitative and quantitative, useful in pursuing clinically relevant and competent research in the human sciences, within the multicultural and diverse sociopolitical context of our society. A variety of such methods will be studied, explored and tried in simulated research tasks, with a focus on the particular needs of the mental health research/practitioner. Basic skills in reading, understanding and assessing research literature will also be developed.

**MFT 322 2 UNITS**  
**THESIS PROPOSAL**

The goal of this course is to help the graduate student choose an appropriate thesis topic, frame the research question to fit the developmental needs and goals of the Masters Thesis and complete the Masters Thesis Proposal. The course is designed to address the research needs of the emerging mental health professional. The Thesis Proposal will include initial drafts of the Introduction and Methodology chapters,

an outline and partial draft of the Literature Review Chapter, and a Pilot Study of the Methodology.

*Prerequisite:* MFT 321 Research Methods

**MFT 323 3 UNITS**  
**GROUP THERAPY**

The What, Where, When, Why, Who and How of working with groups as a counseling modality. An examination of group practice with individuals, families, adolescents and children. A look at the wide range of populations and problems for which group work has become a therapy of choice. The class will begin to answer the question of how one can become a safe, secure, and successful group practitioner.

*Prerequisite:* MFT 221 Theories of MFCC, MFT 269 Personality Theories and Clinical Intervention, and MFT 505 Communication and Counseling Skills.

**MFT 326 3 UNITS**  
**THERAPY WITH CHILDREN**

This class will provide an overview of the knowledge base and an introduction to the clinical skills of child therapy. The public and private mental health systems, levels of care, range of child therapy settings, and barriers to access will be discussed. An understanding of migration, class, cross-cultural and intra-cultural variations in normative child and family functioning will be integrated with the development of child evaluation and treatment skills. Multiple theoretical perspectives of child therapy will be considered. The major childhood disorders will be reviewed and applied to specific case material. The range of modalities utilized in child therapy will be explored with special emphasis on the use of play therapy. Clinical assessment and treatment of the child in socio-cultural context will be the focus of practice skills development. Clinical issues in child therapy with special populations will be presented.

*Prerequisite:* MFT 470—Clinical Theories of Child Development.

**MFT 374 1 UNIT**  
**ALCOHOLISM AND CHEMICAL DEPENDENCY**

An overview of alcohol/drug abuse and its related disorders within the family unit. Therapeutic issues associated with chemical dependency as it relates to physical, emotional and sexual abuse will be examined, along with various techniques for intervention. Dependency and co-dependency, essential requirements necessary for recovery, and the function of a strong aftercare program will all be explored.

This class meets the requirement for the California MFT license.

*Offered on Weekends*

**MFT 399 0-2 UNITS  
MASTER'S THESIS COMPLETION**

In this ultimate segment of the Master's Thesis process, the mental health research student forms the Master's Thesis Committee, receives approval for Advancement Candidacy, and completes the Thesis with the Committee's guidance, support and approval. This includes both limited class time and independent study. The two units provide Thesis Committee availability for 2 consecutive semesters after which the student must register for 1 unit of MFT 399 each subsequent semester until completion.

*Prerequisite:* Completion of MFT 321 Research Methods and MFT 322 Thesis Proposal

**MFT 470 3 UNITS  
CLINICAL THEORIES OF CHILD DEVELOPMENT**

Designed to provide the student with a basic understanding of clinical issues regarding how the child grows. Class will integrate the physical, social, emotional and cognitive aspects of growth and development and how they manifest intrapsychically and interpersonally. Theoretical material will include elements of ego psychology, object relations, self psychology, attachment theory, and infant and child research. Readings will be taken from the writings of Freud, Klein, Balint, Winnicott, Bick, Sarnoff, Mahler, Bowlby, Kohut, Erikson, Piaget and Stern among others. Learning tasks will consist of reading and discussion, assigned observation of children, modeling and role playing, and viewing of films.

*Prerequisite:* MFT 242 The Interface of Society and Human Development.

**MFT 471 2 UNITS  
PSYCHOPHARMACOLOGY**

This course provides an overview of clinical psychopharmacology for the graduate student in clinical training. It focuses on the use of psychiatric medications for specific mental health disorders, diagnostic issues, and treatment plans, as well as addressing cultural differentials in assessment. The course explores biological etiologies and addresses the extent and impact of side effects in the life of the client. It prepares the MFT Trainee to act as professional support to the psychiatrist/client dyad.

**MFT 472 2 UNITS  
SUBSTANCE ABUSE, THE INDIVIDUAL, AND FAMILY DYNAMICS**

This course will introduce the student to the scope and depth of substance abuse and dependence as a biochemical and psychological addiction and its impact on the individual and the family. Pathogenic sources, therapeutic issues and treatment interventions associated

with alcoholism and substance abuse in relation to culture, gender, interpersonal and family dynamics will be examined. Childhood and adolescent developmental issues in relation to families and substance abuse will be presented. The neurological effects of psychoactive drugs on the brain and how these biological changes impact affect, mood and behavior will be explored. This course will examine both theory and clinical practice. MFT requirement for graduation; registration preference given to MFT students.

*Prerequisites:* MFT 221 Theories of MFCC and MFT 269 Personality Theories and Clinical Intervention

**MFT 473 3 UNITS  
CLINICAL SKILLS IN FAMILY THERAPY**

This is a class for advanced students focusing on the clinical aspects in the practice of family therapy. It will provide a brief overview of family therapy and will concentrate on the experiential learning of basic family therapy skills. This class is designed to provide students with direct experiences of the family therapy milieu in the initial session/treatment alliance phase of therapy via observation and role play; assist in the development of a working knowledge of the clinical skills of family interview, joining, problem formulation, treatment contract, and family case presentation; further the students' awareness of and appreciation for the multiple psychosocial factors which impact families in treatment; and contribute to the development of a personal conceptualization of the process of psychotherapy.

*Prerequisite:* MFT 221—Theories of Marriage, Family and Child Counseling.

**MFT 475 3 UNITS  
PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE**

This class will examine the psychopathology of infancy, childhood and adolescence within a biopsychological, developmental, sociopolitical and family systems perspective. It will address challenges that children, adolescents and their families face that require direct and specialized mental health and social services alongside the appropriate educational services. This is an interdisciplinary class with an emphasis on facilitating intimate understanding, communication and collaboration among the class participants of the three professions of Education, Human Development and Marriage, Family and Child Counseling in the service of children, adolescents and their families.

**MFT 500 1-2 UNITS  
INTRODUCTION TO TRAUMA, A AND B**

This class is an introduction to clinical victimology, trauma theory and practice for people working in a clinical setting of victims of trauma and interpersonal

violence. The impact of trauma on the developmental process throughout the life cycle will be examined. The first half of the class will focus on the prevalence and culture of violence in America. In the second half of the class, various treatment approaches for children and adults will be examined. Additionally, the class will examine the effects of secondary trauma that the helpers of victims experience.

A is a prerequisite for B.

**MFT 501 3 UNITS  
LATINO/A HISTORY AND CULTURE**

The topics in this course include the histories of Latino/a ethnic groups in their native countries and their histories within the United States. Histories of immigration, socio-economic conditions, classism and racism, and political issues will be discussed. Traditions, oral histories, literature, and the arts will be used as a way to further examine the documentation of history and its influence on the culture and variations in behavior.

**MFT 502 3 UNITS  
LATINO/A FAMILY SYSTEMS**

This course will examine family systems and how Latino/a families are affected by their experiences in the United States. The varied constellation of families including the monocultural traditional family structure, as well as the emerging bicultural/biracial family structure, are among those to be studied. Issues, such as acculturation and generation, class, changing values and beliefs, gender roles, language, religion, spirituality, within group discrimination, the effects of immigration and status, health care, myths, taboos, and traditions will be included in developing a framework in which to understand Latino/a families.

**MFT 503 3 UNITS  
LATINO/A PSYCHOLOGY**

This course will study issues related to the development of the self and issues related to the mental health profession. Ethnic and self-identity development will be examined as well as the development of self in a collectivist culture. The strengths of the cultural traditions/practices will be examined in understanding the development of one's self worth, as well as the effects of discrimination, acculturation and bicultural experiences. Mestizo/a Psychology and Native Health Models and their application are an integral part of the course. Culturally sensitive theories, assessment and treatment models, cultural bias in assessment and testing, and racism in the mental health professions will be included.

**MFT 505 3 UNITS  
COMMUNICATION AND COUNSELING SKILLS**

This is an introductory class in developing basic interview/communication skills for use in interpersonal relationships,

working with students and parents in educational settings, and an emphasis on the counseling relationship. This class is designed to train the student to see oneself in social interactions in light of one's social/cultural/ethnic context, and to be able to communicate to others clearly, effectively and cross-culturally. There will be a strong emphasis on the skills of active listening, consisting of the skills of empathy, clarification, reflection of feelings, confrontation, as well as others. This will empower the student to function in the helper role of facilitator and counselor.

## SPECIAL EDUCATION

### SPED 239 3 UNITS THE CHILD WITH SPECIAL NEEDS: AN INTERDISCIPLINARY PERSPECTIVE

This course is designed to explore the context of culture and anti-bias issues related to educating children and adolescents with special needs in both inclusive and more restrictive settings. For purposes of enhancing the teacher's effectiveness in the classroom, the following areas will be addressed:

1. Knowledge of, and sensitivity toward, people with disabilities
2. Knowledge of federal/state mandates for educating students with disabilities;
3. Identification and screening of a child with special needs;
4. Involvement of parents in the process of meeting student needs;
5. Collaboration with other professionals to identify appropriate interventions;
6. Application of methods used to modify the curriculum and accommodate various learning styles; and
7. Accessing educational and community resources such as assistive technology, career and vocational education.

### SPED 240 2 UNITS PRACTICUM: CHILDREN/ADOLESCENTS/ADULTS WITH SPECIAL NEEDS

A supervised field experience that provides teacher candidates with an introductory experience working with different age groups and different service delivery options in the area of special education. (Note: a minimum of 75 hours of field work is required.) The accompanying seminar meets bi-weekly to discuss issues related to special education, including special education laws, teacher and parent collaboration, service delivery models, support services, curriculum and instruction, assistive technology, and transition. Teachers candidates journal their observations and reflections about best practices to use in the bi-weekly discussions. *This class may be waived based on assessment of experience.*

### SPED 242 3 UNITS BEHAVIOR INTERVENTION AND PROGRAM PLANING FOR STUDENTS WITH SPECIAL NEEDS

This course explores the relationship between teacher behavior, academic task and classroom environment in encouraging and discouraging student self esteem, behavior and achievement. Four models of behavior management will be discussed from a social systems perspective: psychodynamic, behavioral, environmental, and constructivist. Analysis of behavior will be discussed in relation to antecedents and consequences of target behaviors as highlighted by a case study approach. Teacher candidates will develop skills in designing whole class management systems, as well as individualized programs (positive behavior support plans) consisting of data collection on target behaviors, identification of replacement behaviors with specific behavioral goals and objectives, and appropriate reinforcement strategies.

### SPED 243 4 UNITS ASSESSING AND INSTRUCTING STUDENTS WITH MILD TO MODERATE DISABILITIES

This course examines principles and techniques for assessing academic progress and addresses the design of instruction and selection of curriculum materials for students and young adults with mild to moderate disabilities. Class work will include observing and learning from practicing special education teachers. (Fifteen hours of fieldwork/observation is required at two different age levels.) Emphasis will be placed on collecting data from many sources, and accurately interpreting assessment results for students including those who are culturally and linguistically diverse. Curriculum planning, related to state and local standards, will be discussed with a focus on accommodating learners and modifying materials. Teacher candidates will develop skills in writing concise descriptions of students' present levels of performance, goals and objectives that are achievable and measurable, and both individual and group lesson plans. Compliant IEPs will be discussed over fourteen years of age.

### SPED 247 3 UNITS COLLABORATION AND COMMUNICATION SKILLS FOR SPECIAL EDUCATORS

This course explores the spectrum of interpersonal and interactive learning skills required of the special educator. Emphasis will be placed on effective communication strategies with students with disabilities, their families, and other school or agency professionals. Teacher candidates will learn how to collaborate with other IEP team members to develop, implement and evaluate individual student programs, including transition plans. Counseling strategies to enhance the par-

ent professional partnership will be discussed. Issues of conflict resolution, mediation, crisis management, and advocacy for students and their families will be explored. Cross-cultural issues, including bilingual and bicultural considerations will be integrated throughout the course.

### SPED 257 6 UNITS DIRECTED TEACHING: MILD/MODERATE DISABILITIES

Directed Teaching is a 16-week student teaching experience in a Special Day Class or program for students or young adults with mild/moderate disabilities. The practicum is accompanied by a seminar which meets at regular intervals to discuss experiences with other student teachers, and to refine skills in the following areas:

1. Ability to adapt and modify core curriculum to ensure student learning;
2. Collaboration with families and other professionals to coordinate services;
3. Planning and implementing appropriate individualized instructional programs, including transition plans;
4. Providing a supportive climate for growth in interpersonal relationships;
5. Evaluating children's progress and program effectiveness with a variety of assessment approaches; and
6. Developing an effective classroom management plan, including individual Positive Behavior Support Plans, as appropriate.

### SPED 292 1-3 UNITS INDEPENDENT STUDY

Available for students in the Education Specialist Credential program(s) to meet some individual competency and/or program requirements. An independent study contract signed by the faculty supervisor is required at the time of registration. Classes offered at Pacific Oaks may not be taken for independent study. Please consult the Schedule of Classes for registration deadlines.

### SPED 300 2 UNITS INDUCTION SEMINAR A: DEVELOPING AN INDUCTION PLAN

This seminar provides guidance, support and assistance to beginning special educators working on their Professional Level II Induction Plan (IIP). Candidates reflect on their current practice in the classroom and assess their strengths and needs based on the state and national standards for the profession. Individual professional development goals are established collaboratively with the school district's support provider and the college advisor. The strategies to achieve these goals become an action plan that outlines the requirements and opportunities for coursework, support and professional development. These opportunities offer candidates the chance to

pursue specific topics which reflect their own interests and values.

Note: The IIP requires an additional 3-unit elective course or 45 hours of non-college activities as options for professional development which much have prior approval as part of the IIP.

This course was formerly SPED 248.

**SPED 301 2 UNITS**  
**INDUCTION SEMINAR B: EVALUATING THE INDUCTION PLAN**

This seminar facilitates the implementation and documentation efforts of the candidate in attaining the goals they established for themselves in their Individualized Induction Plan (IIP) and compiling evidence that demonstrates mastery of each of the Level II competencies an standards. The outcome becomes the Level II Professional Portfolio, which is reviewed during an exit interview at the end of the Level II program. The portfolio includes, but is not limited to, a personal mission statement, reflections on practice, and artifacts from the candidate's learning experiences.

This course was formerly SPED 249.

**SPED 302 3 UNITS**  
**APPLIED ISSUES IN SPECIAL EDUCATION**

In this course, Level II candidates discuss current challenges and controversies in the field of special education, reflect on various positions, options and emotions of each, and research additional perspectives. The reflection and critical thinking involved in discussing these issues will deepen understanding of the realities inherent in teaching students who are often marginalized by the majority culture, and introduce new perspectives which will, in turn, guide actions and decisions in actual practice in the field. Topics include social justice, advocacy, inclusion, least restrictive environment, over-representation of students of color, standardized assessment, and transitional services.

This course was formerly SPED 253.

**SPED 303 3 UNITS**  
**SPECIAL EDUCATION LAW**

This course provides a historical and sociopolitical perspective of the legal mandates for equity in special education, as well as an examination of the current legal, policy and leadership issues which impact best practices in both the school and the social services systems. Topics include the review of integral laws and litigation, court cases, policy documents, legal procedures, empowerment of parents and guardians in understanding their rights, and professional ethics related to the provision of services to students with disabilities and their families.

This course was formerly SPED 250.

**SPED 304 4 UNITS**  
**ADVANCED STRATEGIES FOR TEACHING STUDENTS WITH MILD/MODERATE DISABILITIES**

This course will focus on three dynamic aspects of successful teaching practice: assessment, instruction, and behavior management, in relation to creating classroom communities which reflect the complex interaction between the student, the teacher, and the environment. Advanced collaboration and consultation skills will be woven throughout all three topics. Personal reflections and case studies will be used in designing instructional strategies which are both cognitive and affective, and which encourage active engagement in the learning process. Evaluating instructional practices will also be covered. Two Saturday Labs are required to practice and demonstrate advanced strategies, which are culturally competent, in effectively communicating assessment results and facilitating IEP/ITP meetings with parents and teachers.

This course was formerly SPED 251.

**SPED 305 3 UNITS**  
**ASSISTIVE TECHNOLOGY & TRANSITION**

This course addresses a variety of subtopics, including current legislation, funding, assessment, resources and curriculum related to assistive technology (AT) and transition to adulthood. Candidates will learn about advancements in technologies and services that can support a person with a disability to reach individual academic, employment and daily living goals. Candidates will develop skills in administering assistive technology and vocational assessments, and will develop appropriate goals and lessons for student success in school-related or post-secondary tasks. Emphasis will be on working with students who have learning, cognitive, communication and sensory disabilities that cause difficulties in academics, memory, organization, communication, self-help, movement, hearing and vision. This course was formerly SPED 241.

**SPED 474 3 UNITS**  
**THE YOUNG CHILD WITH SPECIAL NEEDS**

Students will engage in discussions, activities and observations pertaining to the key theories, philosophies and programs that have supported the development of early childhood special education. Relevant federal and state laws and regulations and local policies will be analyzed. Best practices in early childhood special education and major characteristics, etiologies and effective intervention approaches for young children with special needs will be emphasized.

**SPED 560 2 UNITS**  
**THE CHILD WITH SPECIAL NEEDS**

This seminar covers major educational issues and current trends for exceptional children ages three through fourteen years. Emphasis focuses on Public Law 94-142 and the Individuals with Disabilities Act (IDEA) as they relate to school services for students identified as slow, disabled and gifted learners, as well as effective classroom practices to meet the needs of all learners. Interns study and discuss the following topics: history of special education; litigation which influenced special education; legal aspects (rights of the identified disabled); characteristics of the exceptionalities; placement issues (IEP); inclusion and instructional methodologies to enhance academic, social, emotional and behavioral success of identified students.

*This course is available to PONW Teacher Education interns only.*

## ADMINISTRATION

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*"The people at Pacific Oaks were there  
for me and helped me find a way to  
fulfill my dream. My greatest  
satisfaction is knowing I am able  
to help people create a foundation  
on which they can build the rest  
of their lives."*

*Mi Hyung-Lee*

*Counselor-in-Training*

*Glendale College*

*Alumna, Pacific Oaks College*

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B.S., Cornell University, Human Development and Family Studies.



*College founder Margaret Yarrow visited the Children's School in May of 1998.*





*Elena Phleger, Chair, Board of Trustees, with one of her sons.*

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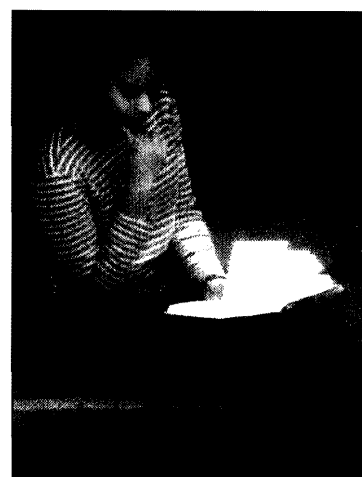
\* deceased

## SUMMER 2003

March 31–April 11	Summer Advising Period
March 31–May 2	Summer Registration Period
April 11	Deadline: Registration for Summer and Fall Directed Teaching
April 15	Deadline: Summer/Fall Financial Aid Application
	Priority Deadline: Summer Financial Aid Application for 2003/2004 Academic Year
May 2	Deadline: Summer Registration (Late fee applies after this date)
May 26	Holiday (Memorial Day)
June 1	Summer Session Begins*
	Summer Weekend Pasadena Classes Begin
June 23	Summer Weekday Pasadena Classes Begin
June 23	Children's School Practicum Orientation
June 24	Children's School Practica Begin
July 4	Holiday (Independence Day)
July 7	Deadline: Registration for Independent Study and Master's Thesis
July 31	Summer Semester Ends*

## FALL 2003

March 31–April 11 and June 2–13	Fall Advising Period
March 31–June 13	Fall Registration
April 11	Deadline: Fall Directed Teaching
April 15	Deadline: Fall Financial Aid Application
	Priority Deadline: Financial Aid Application for 2003/2004 Academic Year
August 1	Fall Session Begins*
June 30–August 1	New Student Advising Period
August 1	Deadline: New Student Registration
August 4	Fall Weeklong Classes Begin
September 1	Holiday (Labor Day)
September 2	Fall Weekday/Weekend Classes Begin
September 5	Children's School Practica Orientation
September 8	Children's School Practica Begin
October 6	Holiday (Yom Kippur)
October 10	Deadline: Registration for Independent Study and Master's Thesis
November 11	Holiday (Veteran's Day)
November 14	Deadline: Registration for Spring Directed Teaching
November 27–28	Holiday (Thanksgiving)
December 22, 2003–January 2, 2004	Faculty and Student Winter Break
December 24–25	Holiday (Christmas)
December 31, 2003–January 1, 2004	Holiday (New Year's)
December 31	Fall Session Ends*



*In the Elizabeth E. Herrick Courtyard.*

\* See Class Schedule for your site to obtain specific dates and times for classes.

# SPRING 2004

October 1, 2003	Deadline: Spring Financial Aid Application
November 3–14, 2003	Spring Advising Period
November 17–December 1, 2003	Spring Registration Period
December 1, 2003	Deadline: Spring Registration (Late fee applies after this date)
January 1	Spring Semester Begins*
January 5	Financial Aid Applications for 2004–2005 available
January 5	Spring Weeklong Classes Begin
January 5–9	New Student Advising Period
January 9	Deadline: New Student Registration (Late fee applies after this date)
January 19	Holiday (Martin Luther King, Jr. Day)
January 23	Children's School Practica Orientation
January 24	Spring Weekday/Weekend Classes Begin
January 26	Children's School Practica Begin
February 16	Holiday (Presidents' Day)
March 1	Deadline: Application for Spring Graduation
March 10	Deadline: Registration for Independent Study and Master's Thesis
April 5–9	Spring Break
April 9	Holiday (Good Friday)
May 23	Commencement
May 31	Holiday (Memorial Day)
May 31	Spring Semester Ends*

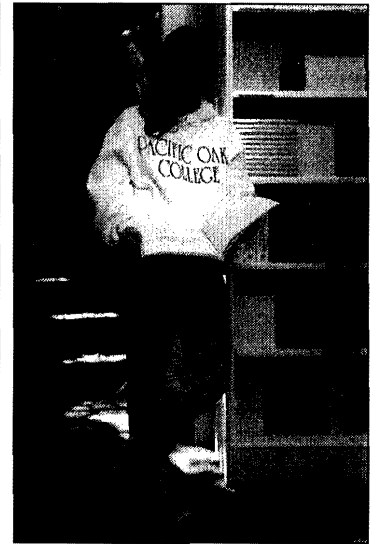
\* See Class Schedule for your site to obtain specific dates and times for classes.



*Students enjoying the Summer Outreach Luncheon.*

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*Alumna Dena Walco.*

**"My time at Pacific Oaks was much more than a traditional education for me. Instead, it engaged all of me in an extraordinary personal journey in which I was challenged to process my classroom learning so it became meaningful day to day. I gained not only a wealth of information, but a much broader perspective as a human being and in my relationships with others... My teachers were supportive, giving, demanding, constructive, and empowering. Every class became a journey of self-exploration."**

*Sue Thompson, MFCC graduate of Pacific Oaks, is Assistant Director and Volunteer Coordinator for Court Appointed Special Advocates (CASA).*

